

**The Representational Meaning of Images and Texts in  
Students' PowerPoint Slides**

**A THESIS**

Submitted in a Partial Fulfillment of the Requirements for the Master's degree  
in English Education Department of Postgraduate Studies



**By:**

**Nurfitri Habibi**

**1502959**

**ENGLISH EDUCATION PROGRAM  
SCHOOL OF POSTGRADUATE STUDIES  
INDONESIA UNIVERSITY OF EDUCATION  
2019**

# **The Representational Meaning of Images and Texts in Students' PowerPoint Slides**

Oleh

Nurfitri Habibi

S.Pd. Universitas Pendidikan Indonesia, Bandung, 2014

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Sekolah Pascasarjana

© Nurfitri Habibi 2019

Universitas Pendidikan Indonesia

Agustus 2019

Hak Cipta dilindungi undang-undang.

Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

**PAGE OF APPROVAL**

**The Representational Meaning of Images and Texts in Students' PowerPoint Slides**

**A Thesis by  
Nurfitri Habibi  
1502959**

**Approved by  
Supervisor**



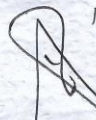
**Wawan Gunawan, M.Ed.St., Ph.D.  
NIP. 197209162000031001**

**Co-Supervisor**



**Eri Kurniawan, M.A., Ph.D.  
NIP. 198111232005011002**

**Acknowledged by  
Head of English Education Program  
School of Postgraduate Studies  
Universitas Pendidikan Indonesia**



**Prof. Dr. Didi Saherdi, M.Ed.  
NIP. 196211011987121001**

## ABSTRACT

In the 21st century, students have to comprehend multimodal text to be multiliterate; so, probing into students' PowerPoint Slides can give an overview of the students' multimodal literacy. To add to this body of research, the present study attempts to analyze the representational and logical meaning of six senior high school students' PPT slides, which explain natural and social phenomena, in Bandung. Through the qualitative design, students' PPT focusing on the students' slides capturing the images and texts were collected. These data were analyzed using the concept of the representational meanings of images proposed by Kress & van Leeuwen, the representational meaning of text proposed by Halliday, and the logical meanings of images and text comprising status and logico-semantic relation suggested by Martinec & Salway, which are under the Approach of Systemic Functional Multimodal Discourse Analysis (SF-MDA). The analysis reveals that experientially the Actional processes and the Relational Process are dominantly used in Students' PPT, and logically the complementary relation and logico-semantic of exemplification with Text more general are the most frequent logical meaning realized in Students PPT. The results offer a practical implication and suggestion for further research. The practical implication is that multimodal learning is necessary to emerge in the language instructions for scaffolding the learners' multimodal literacy. Besides, further research is recommended to investigate different perspectives and foci of analysis to develop Multimodal Discourse Analysis.

**Keywords :** *SF-MDA, Representational Meaning, Logical Meaning, Images and Text, PowerPoint Slides.*

## TABLE OF CONTENTS

|   |     |
|---|-----|
| TITLE.....  | i   |
| LEMBAR HAK CIPTA.....   | ii  |
| PAGE OF APPROVAL.....   | iii |
| ABSTRACT.....   | iv  |
| TABLE OF CONTENTS.....  | v   |
| LIST OF TABLES.....   | ix  |
| LIST OF FIGURES.....  | x   |
| CHAPTER I .....   | 1   |
| 1.1. Background .....   | 1   |
| 1.2. Research Questions .....   | 3   |
| 1.3. Purpose of the Study .....   | 3   |
| 1.4. Scope of the Study .....   | 3   |
| 1.5. Significance of the Study.....   | 4   |
| 1.6. Clarification of Terms .....   | 5   |
| 1.7. The Organization of Thesis .....   | 5   |
| CHAPTER II .....  | 7   |
| 2.1. Multimodality .....  | 7   |
| 2.2. Systemic Functional Approach to Multimodal Discourse Analysis (SF-<br>MDA) ..... | 11  |
| 2.3. Representational Meaning .....   | 12  |
| 2.3.1. Narrative Representation .....   | 14  |
| 2.3.1.1 Action Process .....  | 14  |
| 2.3.1.2 Reactional Process .....  | 15  |
| 2.3.1.3 Projective Process .....  | 16  |
| 2.3.1.4 Conversion Process .....  | 17  |
| 2.3.2. Conceptual Representation .....  | 18  |
| 2.3.2.1 Classificational Process .....  | 18  |
| 2.3.2.2 Analytical Process .....  | 19  |

|  |    |
|--|----|
| 2.3.2.3 Symbolic Process .....   | 23 |
| 2.3.3. Visual Structures and Linguistics Structures .....                      | 25 |
| 2.4. Image-text Relation .....   | 29 |
| 2.4.1 Status Relation .....  | 29 |
| 2.4.2 Logico-semantic Relation .....   | 31 |
| 2.4.3 Units and Realizations of Status and Logico-semantic Relations           | 35 |
| 2.5. Previous Studies .....  | 40 |
| CHAPTER III .....  | 46 |
| 3. 1. Research Design .....  | 46 |
| 3. 2. Site and Participants .....  | 47 |
| 3.2.1 Setting .....  | 47 |
| 3.2.2 Participants .....   | 48 |
| 3. 3. Data Collection Techniques .....   | 49 |
| 3.3.1 Document .....   | 49 |
| 3.3.2 Observation (video recording).....                                       | 49 |
| 3. 4. Data Collection Procedure .....  | 50 |
| 3. 5. Data Analysis .....  | 50 |
| 3.4.1 Document Data Analysis .....   | 51 |
| 3.4.1.1 The analysis of Representational meaning of images.....                | 51 |
| 3.4.1.2 The analysis of Representational meaning of Text .....                 | 52 |
| 3.4.1.3 The analysis of image-text relations .....                             | 53 |
| 3.4.2 Observation of Data Analysis .....                                       | 54 |
| CHAPTER IV .....   | 56 |
| 4.1 Representational Meanings of Images and Texts in Students' PPT slide ..... | 56 |
| 4.1.1. The Representational Meanings of Images .....                           | 57 |
| 4.1.1.1. Single Level of Representational Meanings .....                       | 58 |
| 4.1.1.1.1 Narrative Process .....  | 59 |
| 4.1.1.1.1.1. Actional Process .....  | 59 |

|              |  |     |
|--------------|--|-----|
| 4.1.1.1.1.2. | Reactional Process .....                                       | 63  |
| 4.1.1.1.1.3. | Conversion Process .....                                       | 65  |
| 4.1.1.1.1.4. | Projective Process .....                                       | 67  |
| 4.1.1.1.2.   | Conceptual processes .....                                     | 69  |
| 4.1.1.1.2.1. | Classifying process .....                                      | 69  |
| 4.1.1.1.2.2. | Analytical process .....                                       | 71  |
| 4.1.1.1.2.3. | Symbolic process .....   | 73  |
| 4.1.1.2.     | Multiple Levels of Representational Meanings .....             | 74  |
| 4.1.2.       | The Representational Meanings of Texts .....                   | 78  |
| 4.1.2.1.     | Material Process .....   | 79  |
| 4.1.2.2.     | Relational Intensive Identifying process .....                 | 80  |
| 4.1.2.3.     | Relational Intensive Attributive process .....                 | 81  |
| 4.1.2.4.     | Relational Circumstantial and Possessive processes.....        | 81  |
| 4.1.2.5.     | Existential Process .....                                      | 83  |
| 4.1.2.6.     | Mental Process .....   | 83  |
| 4.2          | Image-Texts Meaning Realization in Students' PowerPoint slides | 84  |
| 4.2.1.       | The Combination of Equal-status and Logico-semantic Relations  | 87  |
| 4.2.1.1.     | Image and Texts Independent, Exposition .....                  | 87  |
| 4.2.1.2.     | Image and Text Independent, Enhancement .....                  | 90  |
| 4.2.1.3.     | Image and Text Complementary, Exposition .....                 | 91  |
| 4.2.1.4.     | Image and Text Complementary, Text more General .....          | 92  |
| 4.2.1.5.     | Image and Text Complementary, Enhancement .....                | 94  |
| 4.2.2.       | The Combination of Unequal-status and Logico-Semantic Relation | 95  |
| 4.2.2.1.     | Image and Texts Unequal, Image more General .....              | 96  |
| 4.2.2.2.     | Image and Text Unequal, Texts more General.....                | 97  |
| 4.2.2.3.     | Image and Texts Unequal, Enhancement.....                      | 99  |
| 4.3          | Discussions .....  | 101 |
| CHAPTER V    | .....  | 104 |

|                           |     |
|---------------------------|-----|
| 5.1. Conclusion .....     | 104 |
| 5.2. Recommendation ..... | 105 |
| BIBLIOGRAPHY .....        | 106 |
| APPENDICES                |     |



## LIST OF TABLES

|   |    |
|---|----|
| Table 2. 1 Narrative process in Language and visual structures (Adopted from Kress & van Leeuwen, 2006) ..... | 26 |
| Table 3. 1 Symbols of Jeffersonian Transcription Notation .....   | 54 |
| Table 3. 2. Transcription framework of visual and speech units .....  | 55 |
| Table 4. 1 Number of Slide consisting Image(s) and Texts .....  | 57 |
| Table 4. 2 The Distribution of the Representational meanings of images .....                                  | 57 |
| Table 4. 3. The transitivity analysis of texts in students' PPT slides .....                                  | 78 |
| Table 4. 4 The distribution of Images-text relation .....   | 86 |

## LIST OF FIGURES

|  |    |
|--|----|
| Figure 2. 1. Elements of Multimodality (adopted from Rush, 2003, in Ganapathy,2016, p. 145) .....            | 10 |
| Figure 2. 2 simultaneous and sequential bidirectionality (Kress & Leeuwen, 2006, p. 66) .....                | 15 |
| Figure 2. 3 Classificational image structure (Kress and van Leeuwen, 2006, p. 87).....                       | 18 |
| Figure 2. 4 Analytical Image Structure (Kress & van Leeuwen, 2006, p. 104) .....                             | 20 |
| Figure 2. 5 Conjoined Exhaustive structure .....   | 22 |
| Figure 2. 6 Compounded Exhaustive Structure .....  | 22 |
| Figure 2. 7 System of Image-text status relation (Martine & Salway, 2005, p. 349) .....                      | 29 |
| Figure 2. 8 System of expansion for image-text relations (Martinec & Salway,2005, p. 352) .....              | 33 |
| Figure 2. 9 System of Projection for image-text relations .....  | 33 |
| Figure 3. 1 Data Collection Procedure .....  | 50 |
| Figure 3. 2 Multimodal Analysis Framework by Bezemer & Jewitt (2010) 50                                      |    |
| Figure 3. 3 Framework for analyzing Representational meaning .....   | 52 |
| Figure 3. 4 A Network analysis of the combined status and logico-semantic relation .....                     | 53 |
| Figure 4. 1 Transactional Action Process (The 4th slide of S2 PPT—Effect of Global Warming) .....            | 60 |
| Figure 4. 2 Bidirectional Process (The 3rd slide of S5’s PPT—Economics System).....                          | 61 |
| Figure 4. 3 Examples of Actional Process (The fifth slide of S3’s PPT: Causes of Flood) .....                | 63 |
| Figure 4. 4 Example of Events .....  | 63 |
| Figure 4. 5 Examples of Reactional Process (The 5th slide of S6’ PPT—What happens when you bully?) .....     | 64 |
| Figure 4. 6 The example of the conversion process (The 5th slide of S2’s PPT—Effects of Global Warming)..... | 66 |
| Figure 4. 7 The Example of Mental Process (The 4th slide of S4’s PPT— Causes of World War II).....           | 68 |

|   |    |
|---|----|
| Figure 4. 8 Example of Classificational Process (The 4th slide of S3's PPT)   | 69 |
| Figure 4. 9 Exhaustive Analytical Process (The 4th slide of S1's PPT)   | 72 |
| Figure 4. 10 Inclusive Analytical Processes (The 2nd slide of S1's PPT)   | 72 |
| Figure 4. 11 Symbolic Process (The 2nd slide of S2's PPT)   | 74 |
| Figure 4. 12. Multiple levels of Embedded processes (The 4th – 6th slide respectively of S6's PPT)  | 77 |
| Figure 4. 13 the 3rd slide of S6's PPT  | 77 |
| Figure 4. 14 Material Process, drawing after Causes of World War II in the 2nd slide of S4's PPT  | 79 |
| Figure 4. 15 the 2nd slide of S5's PPT  | 82 |
| Figure 4. 16 The 6th slide of S5' PPT (Economic System)   | 84 |
| Figure 4. 17 Example of Independent status with logico-semantic of enhancement: place. Drawing after Causes of Flood in S3's PPT.                               | 90 |
| Figure 4. 18 Example of Complementary status with Exposition Drawing after Causes of Flood in the 6th slide of S3's PPT   | 91 |
| Figure 4. 19 Example of Complementary Status with Logico-semantic of Exemplification: Text more general. Drawing after What happens when you bully? In S6's PPT | 93 |
| Figure 4. 20 Example of Complementary status combined with enhancement of Reason/purpose. Drawing after What happens when you bully? In S6's PPT                | 94 |
| Figure 4. 21 Example of Unequal status with Image more general. Drawing after Economic System in S5's PPT   | 97 |
| Figure 4. 22 Example of Image subordinate to text combined with enhancement of Reason. Drawing after World War II in S4's PPT.                                  | 99 |

## BIBLIOGRAPHY

- Açikalin, F. S. (2011). Why Turkish Pre-Service Teachers Prefer To See Powerpoint. *The Turkish Online Journal of Educational Technology*, 10(3), 340–347.
- Al-Nouh, N. A., Abdul-Kareem, M. M., & Taqi, H. A. (2015). EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment. *International Journal of Higher Education*, 4(1) , 136.
- Alwasilah. (2008). *Pokoknya Kualitatif: Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: Pustaka Jaya.
- Ananda, R., Fitriani, S. S., Samad, I. A., & Patak, A. A. (2019). Cigarette advertisements: A systemic functional grammar and multimodal analysis. *Indonesian Journal of Applied Linguistics*, 8(3), 616. <https://doi.org/10.17509/ijal.v8i3.15261>
- Anderson, K. T. (2013). Contrasting systemic functional linguistic and situated literacies approaches to multimodality in literacy and writing studies. *Written Communication*, 3(30), 276–299.
- Aufa, F. (2014). Students' oral presentation as multimodal and formative assessment. *TEFLIN*, 1146–1150.
- Bailey, C. A. (2007). *A Guide to qualitative field research*. USA: Pine Forge Press.
- Baldry, A. & Thibault, P.J. (2006). *Multimodal Transcription and Text Analysis*. London: Equinox.
- Balevičienė, D. I. (2014). *Density and distribution of cohesive devices in the texts of literary and legal genres*. Lithuanian university of educational sciences.
- Bearne, E. (2009). Multimodality, literacy and texts: Developing a discourse. *Journal of early childhood literacy*, 9(2) , 156-187.
- Benghalem, B. (2015). The Effects of Using Microsoft Power Point on EFL Learners' Attitude and Anxiety. *Advances in Language and Literary Studies*, 6(6), 1–6. <https://doi.org/10.7575/aiac.all.v.6n.6p.1>

- Bezemer, J., & C. Jewitt (2010). Multimodal analysis: Key issues in Litosseliti, Lia, *Research methods in linguistics* (Pp. 185-187). London: Continuum.
- Brumberger, E. (2005). Visual Rhetoric in the Curriculum: Pedagogy for a Multimodal Workplace. *Business Communication Quarterly*, (68), 318–333.
- Chen, L., Wee Leong, C., Feng, G., & Min Lee, C. (2014). Using Multimodal Cues to Analyze MLA'14 Oral Presentation Quality Corpus: Presentation Delivery and Slides Quality. <https://doi.org/10.1145/2666633.2666640>
- Chen, Y., & Gao, X. (2014). Interpretation of Movie Posters from the Perspective of Multimodal Discourse Analysis. *GSTF International Journal on Education*, Volume 1 Number 1, 1(1), 346–350. [https://doi.org/10.5176/2345-7163\\_1.1.11](https://doi.org/10.5176/2345-7163_1.1.11)
- Cope, B. and Kalantzis, M., eds (2000) *Multiliteracies: Literacy Learning and the Design of Social Futures*. New York: Routledge.
- Creswell, J. W. (2003). *Research design: Qualitative, Quantitative, and mixed methods approaches* (Vol. 2). United States of America: Sage Publication.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. United States of America: Pearson.
- Curwood, J. S. (2012). Cultural shifts, multimodal representations, and assessment practices: A case study. *E-Learning and Digital Media*, 9(2), 232–244.
- DePaoulo, P. (2000). Sample size for qualitative research. *Quirks Marketing Research Review*, 1202.
- Derewianka, B. (2011). *A new grammar companion for teachers*. Sydney: PETA
- Eggins, S. (1994). *An introduction to systemic functional linguistics*. London: Printer Publishers, Ltd.

- Eggins, S. (2004). *An introduction to systemic functional linguistics 2nd edition*. London: Continuum international Publishing Group
- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia*. A PhD thesis submitted to the University of Melbourne.
- Emilia, E. (2014). *Introducing functional grammar*. Bandung: Pustaka Jaya.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics* , 5(1), 1-4.
- Ganapathy, M. (2015). Using Multiliteracies to Engage Learners to Produce Learning. *International Journal of E-Education, e-Business, e-Management and e-Learning*, 4(6), 410–422. <https://doi.org/10.17706/ijeeee.2014.v4.355>
- Gee, G. C. (2002). A multilevel analysis of the relationship between institutional and individual racial discrimination and health status. *American journal of public health*, 98(Supplement\_1), S48-S56.
- Gerot, L. and Wignell, P. (1994). *Making sense of functional grammar*. Cammeray, NSW: Antipodean Educational Enterprises
- Gillham, B. (2000). *Case study research method*. New York: Continuum
- Guijarro, J. M., & Sanz, M. J. P. (2008). Compositional, interpersonal and representational meanings in a children's narrative. A multimodal discourse analysis. *Journal of Pragmatics*, 40(9), 1601–1619. <https://doi.org/10.1016/j.pragma.2008.04.019>
- Guo, F., & Feng, X. (2017). A Multimodal Discourse Analysis of Advertisements-Based on Visual Grammar. *Journal of Arts and Humanities*, 6(3), 59. <https://doi.org/10.18533/journal.v6i3.1132>
- Haiyan, L. (2018). Image-text Relations in Junior High School EFL Textbooks in China: A Mixed-methods Study. *Journal of Language Teaching and Research*, 9(6), 1177. <https://doi.org/10.17507/jltr.0906.07>

- Halliday, M. A. K. (1973). *Explorations in the Functions of Language*. London: Arnold.
- Halliday, M. A. K. (1978). *Language as a Social-Semiotic: The Social Interpretation of Language and Meaning*. London: Edward Arnold.
- Halliday, M. A. K. and Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Halliday, M. A. K. and Hasan, R. (1985). *Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective*. Geelong: Deakin University Press.
- Halliday, M. A. K. and Matthiessen, C. (2004). *An Introduction to Functional Grammar* (Third edn). London: Arnold.
- Hancock, D. R., & Algozzine, B. (2006). *Doing case study research: A practical guide for beginning researchers*. New York: Teachers College Press.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. USA: State University of New York Press.
- Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: A practical introduction*. USA: Palgrave Macmillan.
- Hermawan, B. (2013). Multimodality: Menafsir verbal, membaca gambar, dan memahami teks. *Bahasa & Sastra*, 13(1).
- Hermawan, B., & Rahyono, F. . (2019). Ideational meanings of science and interpersonal position of readers in science textbooks for basic level in Indonesia. *Indonesian Journal of Applied Linguistics*, 9(1), 38–47. <https://doi.org/10.17509/ijal.v9i1.15932>
- Jacobs, G. E. (2012). Developing multimodal academic Literacies among college freshmen. *Journal of Media Literacy Education* , 4(3), 244-255.
- Jefferson, G. (2004). Glossary of transcript symbols with an introduction. *Pragmatics and Beyond New Series*, 125, 13-34.
- Jewitt, C. (2005). Multimodality, “reading” and “writing” for the 21st century. *Discourse*, 26(3), 315–331. <https://doi.org/10.1080/01596300500200011>

- Jewitt, C. (2008). Multimodality and Literacy in School Classrooms. *Review of Research in Education*, 32(1), 241–267.  
<https://doi.org/10.3102/0091732x07310586>
- Jewitt, C. (2009). *The Routledge handbook of multimodal analysis*. London: Routledge.
- Kmalvand, A. (2015). Visual Communication in Science. *TechTrends*, 59(6), 41–46.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.
- Kornalijnslijper, D. S. (2007). A study of three models for image-text relations. Retrieved from <http://hmi.ewi.utwente.nl/verslagen/capita-selecta/CS-Kornalijnslijper-David.pdf>
- Kress, G. (2003). *Literacy in the new media age*. Retrieved from <http://ir.obihiro.ac.jp/dspace/handle/10322/3933>
- Kress, G., & Van Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge.
- Kress, G., & van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. Oxford UK: Oxford University Press.
- Kress, G., & Van Leeuwen, T. (2006). *Reading images: The grammar of visual design (second)*. New York: Routledge.
- Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. New York: Routledge.
- Litosseliti, L. (2010). *Research methods in linguistics*. New York: Continuum International Publishing Group.
- Liu, J. (2013). Visual Images Interpretive Strategies in Multimodal Texts. *Journal of Language Teaching and Research*, 4(6), 1259–1263.  
<https://doi.org/10.4304/jltr.4.6.1259-1263>



- Machin, D. (2016). The need for a social and affordance-driven multimodal critical discourse studies. *Discourse & Society*, 27(3), 322-334.
- Macken-Horarik, M. (2004) 'Interacting with the Multimodal Text: Reflections on Image and Verbiage in *Art Express*', *Visual Communication* 3(1): 5–26.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. USA: Lawrence Erlbaum Associates.
- Marchetti, L., & Cullen, P. (2016). A Multimodal Approach in the Classroom for Creative Learning and Teaching. *Psychological and Creative Approaches to Language Teaching*, 39–51.
- Markauskaite, L., Freebody, P., & Irwin, J. (2006). *Methodological choice and design: Scholarship, policy and practice in social and educational research*. New South Wales: Springer.
- Martin, J. R. (1992). *English Text: System and Structure*. Amsterdam: John Benjamins Publishing Company.
- Martin, J. R., and Rose, D. (2003). *Working with Discourse: Meaning Beyond the Clause* (First edn Vol. 1). London/New York: Continuum.
- Martin, J.R. and Rose, D. (2007). *Working with discourse*. London & New York: Continuum
- Martin, J.R. and Rose, D. (2008). *Genre relations: Mapping culture*. London: Enquinox
- Martinec, R. (2013). Nascent and mature uses of a semiotic system: The case of image-text relations. *Visual Communication*, 12(2), 147–172. <https://doi.org/10.1177/1470357212471603>
- Martinec, R., & Salway, A. (2005). A system for image–text relations in new (and old) media. *Visual Communication*, 4(3), 337–371. <https://doi.org/10.1177/1470357205055928>
- Murugaiah, P. (2015). Pecha Kucha style powerpoint presentation: An innovative call approach to developing oral presentation skills of tertiary students. *Teaching English with Technology*, 16(1), 88–104.
- Nam, T. T., & Trinh, L. Q. (2012). Powerpoint as a Potential Tool to Learners' Vocabulary Retention: Empirical Evidences from a Vietnamese

Secondary Education Setting. *Journal on English Language Teaching*, 2(4), 15–22. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1070209&site=ehost-live%5Cnhttp://www.imanagerpublications.com/Archives.aspx?journal=English+Language+Teaching>

- O'Halloran, K. L. (2008). Systemic functional-multimodal discourse analysis (SF-MDA): Constructing ideational meaning using language and visual imagery. In *Visual Communication* (Vol. 7). <https://doi.org/10.1177/1470357208096210>
- Oommen, A. (2012). Teaching english as a global language in smart classrooms with powerpoint presentation. *English Language Teaching*, 5(12), 54–61. <https://doi.org/10.5539/elt.v5n12p54>
- Pahl, K. (2009). Interactions, intersections and improvisations: Studying the multimodal texts and classroom talk of six- to seven-year-olds. *Journal of Early Childhood Literacy*, 9(2), 188–210. <https://doi.org/10.1177/1468798409105586>
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillan. 323. <https://doi.org/10.1057/9780230505056>
- Royce, T. D. (2015). Intersemiotic Complementarity in Legal Cartoons: An Ideational Multimodal Analysis. *International Journal for the Semiotics of Law*, 28(4), 719–744. <https://doi.org/10.1007/s11196-015-9421-1>
- Song, J. (2012 ). Teaching multiliteracies: A research based on multimodality in a PPT presentation. *Theory and Practice in Language Studies*, 2(1) , 113-117.
- Spradley, James P. (1980). *Participant observation*. Orlando, Florida: Harcourt College Publishers.
- Stone, P. (2012 ). Learners performing tasks in a Japanese EFL classroom: a multimodal and interpersonal approach to analysis. *RELC Journal*, 43(3) , 313-330.
- Suherdi, D. (2019). Teaching English in the industry 4.0 and disruption era: Early lessons from the implementation of SMELT I 4.0 DE in a senior

high lab school class. *Indonesian Journal of Applied Linguistics*, 9(1), 67–75. <https://doi.org/10.17509/ijal.v9i1.16418>

Trice, J. N. (2012). Using Multimodal Communications for Critical Thinking Assignments : Technology in Pedagogy, 10(10), 1–9.

Triristina, N. (2010). The multimodality concept used in the Djarum L . A . Lights cigarette advertisement billboard in central Surabaya. 27–32.

Unsworth, L. (2008). Multimodal semiotic analyses and education. *Multimodal semiotics: Functional analysis in contexts of education*, 1-13.

Van Leeuwen, T. (2005). *Introducing social semiotics*. London: Routledge.

Wang, Q. (2015). Study on the New Model of College English Teaching under the Setting of Multimodality. *Universal Journal of Educational Research*, 3(8), 473–477. <https://doi.org/10.13189/ujer.2015.030801>

Wignell, P., O’Halloran, K. L., Tan, S., Lange, R., & Chai, K. (2018). Image and text relations in ISIS materials and the new relations established through recontextualisation in online media. *Discourse and Communication*, 12(5), 535–559. <https://doi.org/10.1177/1750481318766938>

Wu, S. (2014). A Multimodal Analysis of Image-text Relations in Picture Books. *Theory and Practice in Language Studies*, 4(7), 1415–1420. <https://doi.org/10.4304/tpls.4.7.1415-1420>

Yang, Y. (2016). A Social Semiotic Approach to Multimodal Discourse of the Badge of Xi’an Jiaotong University. *Theory and Practice in Language Studies*, 6(8), 1596. <https://doi.org/10.17507/tpls.0608.11>

Yin, R. K. (2011). *Qualitative Research from Start to Finish*. United States of America: The Guilford Press.

Zhang, Y., & O’Halloran, K. L. (2019). Empowering the point: Pains and gains of a writer’s traversals between print-based writing and multimodal composing. *Linguistics and Education*, 51, 1–11. <https://doi.org/10.1016/j.linged.2019.04.003>

Zhao, S., Djonov, E., & Van Leeuwen, T. (2014). Semiotic technology and practice: A multimodal social semiotic approach to PowerPoint. *Text and Talk*, 34(3), 349–375. <https://doi.org/10.1515/text-2014-0005>