CHAPTER I

INTRODUCTION

This chapter comprises five sections—background of the study dealing with the burning issue of conducting the study, research questions, purpose of the study, the scope of the study, significance of the study, clarification of key terms and a brief discussion related to the organization of the paper.

1.1. Background

In the 21st century when the rapid advance of social, science and technology comes to the fore; the communication process has changed significantly. The communication process today uses various semiotic resources; hence, the meaning realized is not only through language but also through the integrated use of a wide range of semiotic resources including static and dynamic ones (Liu, 2013). In other words, due to the development and advancement of society, science, and technology, the communication representation changes from print as the primary medium of dissemination to digital media (Kress, 2003; Jewitt 2008, and Wang, 2015).

This communication shift leads to a new idea of literacy nowadays, in which being literate is not merely able to read and write but also is able to comprehend non-linguistic modes—such as gestural, visual, spatial mode. 21st-century new literacy moves beyond the cognitive and analytical processes of written and spoken language (Jewitt, 2005; Jewitt, 2008; Curwood, 2012). It represents a meaning-making process that combines two main elements of literacy—written or spoken language and multimodal elements (Aufa, 2014). It is associated with the ability to understand and compose different modes (e.g. speech, written, visual, audios, motions, or spatial modes) which also possibly result in meaning-making.

Accordingly, to address current demands and challenges in society; some developments in educational practice are promoted in all parts of the world, including Indonesia. The traditional literacy view, relying on the printed text, is considered as a limited and restrictive approach in learning and teaching activity

Nurfitri Habibi, 2019
THE REPRESENTATIONAL MEANING OF IMAGES AND TEXTS IN STUDENTS' POWERPOINT SLIDES
Universitas Pendidikan Indonesia| repository.upi.edu| perpustakaan.upi.edu

1

(Marchetti & Cullen, 2016, pp. 41-42). It is necessary to expand and develop various forms associated with information and multimedia technologies in instructional practice to engage students with various modes and semiotic resources demonstrated by print- and screen-based technologies (Jewitt, 2005). Therefore, Trice (2012) emphasizes that 21st century students have to master multiple literacies to become knowledgeable not only in the analysis of the written or spoken word, but also in comprehending and composing different modes or multimodality (e.g. visual, audio, motions, and spatial modes of learning) in order to access, comprehend, and use information wisely and intelligently.

In realizing those demands, PowerPoint, which is the most common and famous presentation tool, needs to be utilized in the learning process. It is believed that PowerPoint as a digital genre can enable the students' awareness of multiliteracy because it provides the integration of various signs to create meaning and transfer messages (Brumberger, 2005; Zhao et al, 2014). However, little attention has been paid to analyze the ideational meaning of modes realized in PowerPoint presentations designed by students. It is believed by understanding the meanings of modes (at least the images and text) realized in the PowerPoints facilitate the teacher to get an overview of the students' knowledge of the multimodal system of meaning in PowerPoint (Zhan & O'Halloran, 2019)

To date, the analysis of an image or the image-text relations in the Systemic Functional Multimodal perspective has been developed significantly. Some of the researchers have applied multimodal analysis to analyze image in various genres: advertisements (Triristina, 2012; Ananda et al., 2019; Guo & Feng, 2017), textbooks (Hermawan, 2013; Haiyan, 2018; Hermawan & Rahyono, 2019), online media (Wignel et al., 2018), picture books (Guijarro & Sanz, 2008; Hermawan & Sukiyadi, 2017; Wu, 2014), printed & electronic media (Martinec, 2013: Martinec & Salway, 2003), cartoon (Royce, 2015), poster (Chen & Gao, 2014); an answering system (Kornalijnslijper, 2007), and badge (Yang, 2016). Those studies probe into a different area of analysis. Some of them focus on analyzing a representational meaning (Ananda et al., 2019; Hermawan, 2013; Royce, 2015; Chen & Gao, 2014), while others analyze a representational and an interactive meaning (Hermawan & Rahyono, 2019) or a representational,

interactive, and compositional meaning (Guijarro & Sanz, 2008; Guo & Feng, 2017; Triristina, 2012; Yang, 2016), and on analyzing a logical relation of image and text (Haiyan, 2018; Wignel et al., 2018; Wu, 2014; Martinec, 2013: Martinec & Salway, 2005; Kornalijnslijper, 2007).

However, there is scant attention to multimodal analysis focusing on the meaning which involves the experiential and the logical representation in Image and text. Moreover, among the genres mentioned earlier, PowerPoints have received only limited attention in the fields of semiotic research. Accordingly, the present study attempts to analyze the representational meaning of image and text in PowerPoint Presentation. Especially in probing into the relations of images and text in PowerPoint Presentation, it uses the Systemic Functional Multimodal Discourse Analysis (hereafter SF-MDA) theory to figure out the Representational meaning which involves the experiential and logical meaning of the image and text.

1.2. Research Questions

In accordance with the aims of the study, the present study attempts to answer the following questions:

1. How are the Representational meanings of images and texts realized on Students' PowerPoint Slides?
2. How is the realization of meanings in images related that in texts on Students' PowerPoint Slides?

1.3. Purpose of the Study

In respect to the research questions stated previously, this study aims at:

1. Identifying and elaborating the Representational meaning of images and texts realized on Students' PowerPoint Slides;
2. Identifying and discussing text-image relation on Students' PowerPoint slides.

1.4. Scope of the Study

Since Multimodality Analysis is broad enough, the present study limits several aspects of the analysis. First, the study focuses on two modes of semiotic

resources—i.e. image and text presented in students' PowerPoint presentation slides.

Second, as the focus of the investigation lies in the text and image; the units analyzed are Visual units and Verbal units. Both units derive from PowerPoint Slides which consist of Image and Text

Third, in analyzing Representational meaning, this study focuses on the images shown on the slides and the texts accompanied the images. Besides, the analysis of images follows the theory proposed by Kress & van Leeuwen (2006) while the analysis of text follows the Transitivity systems proposed by Halliday (1994).

Fourth, in analyzing image-text relations, this study examines the text and images displayed on the slide. Furthermore, the image-text relation is analyzed in terms of their status and logico-semantic relation under Martinec & Salway's (2005) and Martinec's (2013) text-image relation framework.

1.5. Significance of the Study

This study has some significance for theoretical advancement and practical implication. In a theoretical account, it offers an advanced analysis of PowerPoint presentation as multimodal text; as it goes beyond identifying the representational meaning of images as well as the image-text relations realized on the PowerPoint. Specifically, it enhances the theoretical basis of how text-image status and logico-semantic relation corresponds with the representational meaning of images realized on another genre, which is in this case, PowerPoint Presentation.

In practical implication, the analysis of PowerPoint Presentation as multimodal events is essential for understanding and evaluating students' ability to enhance multimodal learning in education settings and fulfill a communicative purpose, such as presenting the final project at the tertiary level. In other words, it helps the teacher to provide an appropriate multimodal learning; therefore, the students are able to achieve communicative purpose in an education setting by empowering effective PowerPoint presentation as a multimodal text comprising visual (image) and verbal (text) unit.

1.6. Clarification of Terms

To avoid misinterpretation, misunderstanding, and misjudgment towards some concepts presented in this study, this section will clarify the following terms:

1. Multimodality refers to the combination of different semiotic modes—i.e. gesture, gaze, body posture, sound, writing, music, speech, and so on—in a situated communicative artifact or event to make meaning (Van Leeuwen, 2005; Kress & van Leeuwen, 2001; Jewitt, 2009; Pahl, 2009; Kress, 2010; Anderson, 2013), however, in this study, the term multimodality refers to the use of two different semiotic modes, which are commonly demonstrated in PowerPoint Slide, i.e. verbal mode (i.e. text)and visual mode (i.e., image).

2. SF-MDA is a theoretical and practical approach for analyzing the interaction of semiotic resources to make meaning (O'Halloran, 2008)

3. Representational meaning deals with the relationship between the represented participants and things, the action they perform, as well as the setting of the circumstances (Kress & van Leeuwen, 2006; Chen & Gao, 2014) to realize an experiential meaning (O'Halloran, 2008; Kress & van Leeuwen, 2006).

4. Transitivity system is to do with the 'content' that is expressed in language: all the doing, sensing, being, saying activities that happen in the world (Emilia, 2014, p. 149) to realize the experiential meaning.

5. Status relation refers to the relative status comprising equal and unequal status between image and text (Martinec & Salway, 2005) whose function is realizing the logical meaning (O'Halloran, 2008).

6. Logico-semantic relation serves another intersemiotic construction that describes the logical meaning (O'Halloran, 2008) between images and texts.

1.7. The Organization of Thesis

This paper is organized into five chapters. Each chapter is elaborated in more detail as the following.

Chapter I is an introduction section of the thesis. This chapter is a point of departure for the research. It deals with the background of the study in which the

issue and the problems are introduced and discussed; research questions; purposes of the study; the significance of the study; and the organization of the thesis.

Chapter II is a theoretical framework. It provides several theories underlining the issue presented in chapter I. In addition, this chapter functions as the basis of data analysis to be referred to in chapter IV.

Chapter III describes the research methodology utilized in the study. It covers research design, the setting of the study, the participant involved in the study, data collection technique and procedure, and data analysis procedure.

Chapter IV presents the presentation of the finding and elaborates the data analysis. In this chapter, the problem of the research is represented, the data collected is analyzed, and the data analysis is discussed as regards the theoretical framework presented in chapter II.

Chapter V deals with the Conclusion and Recommendation. This chapter provides a summary of all the prominent discussions presented in chapter I to chapter IV. Besides, the relevant recommendations regarding the issue are proposed to all the researchers who want to conduct a similar study.