

**The Teachers' Use of Semiotic Resources in EFL  
Classrooms: A Multimodal Analysis**

**A THESIS**

*Submitted in partial fulfillment of the requirements for master's degree in  
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**ENGLISH EDUCATION PROGRAM  
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# **The Teachers' Use of Semiotic Resources in EFL Classrooms: A Multimodal Analysis**

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**APPROVAL PAGE**

**A THESIS**

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CLASSROOMS: A MULTIMODAL ANALYSIS**

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## ABSTRACT

### **The Teachers' Use of Semiotic Resources in EFL Classrooms: A Multimodal Analysis**

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The multimodal nature of communication deduces the idea that language is not the only semiotic resource used to produce meaning in the classroom. Nonetheless, many studies on the classroom discourse still pay less attention to the involvement of semiotic resources other than language. Based on that, this study aims to examine how teaching practices are done by English as a foreign language (EFL) teachers from multimodal standpoints. Employing descriptive qualitative design, this study involved two English teachers from two different junior high schools. A lesson carried out by each participant was videotaped to capture the whole picture of how semiotic resources are instantiated and co-deployed. The videos recorded were then analyzed by using two frameworks namely Multimodal Analysis (Bezemer & Jewitt, 2010) and Multimodal Interaction Analysis (Norris, 2004, 2011) with the support of the data from documentation and stimulated recall interview. The results of the study show that among various semiotic resources available in the classrooms, space, gesture, and gaze appeared to be the most frequently used ones. Regarding spatial semiotics, physical spaces in the classroom did not always only serve a single function. Instead, they were always redefined by the nature of the lesson activities. With regard to gesture, teachers' preferences in using gestures were dependent on the need of the idea representation. Moreover, in terms of gaze, specific types of gaze had a tendency to be used in specific lesson stages. These three semiotic resources together with language were orchestrated by the participants to enact the lessons with distinctive structure. Furthermore, by examining the modal configuration and modal density of the lesson activities carried out by the participants, the lesson enactment processes which realized unique pedagogies could be successfully captured. Finally, some suggestions are made for EFL teachers, teacher training, and further research as well.

**Keywords:** Multimodal Analysis, classroom discourse, gesture, gaze, use of space

## ABSTRAK

### **Penggunaan Sumber-sumber Semiotik oleh Guru dalam Kelas Bahasa Inggris: Sebuah Analisis Multimodal**

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Sifat alami dari komunikasi yang multimodal mengisyaratkan bahwasanya bahasa bukan satu-satunya sumber semiotik yang digunakan untuk menciptakan makna dalam kelas. Namun, banyak penelitian mengenai diskursus kelas yang masih memberikan perhatian kecil pada keterlibatan sumber-sumber semiotik lain selain bahasa. Berdasarkan hal tersebut, penelitian ini bertujuan untuk melihat bagaimana praktek mengajar dilakukan oleh guru bahasa Inggris dari sudut pandang multimodal. Penelitian ini menggunakan desain deksriptif kualitatif dan melibatkan dua guru bahasa Inggris dari dua sekolah menengah pertama (SMP) yang berbeda. Sebuah proses pengajaran yang dilakukan masing-masing guru direkam untuk mendapatkan gambaran yang utuh mengenai bagaimana sumber-sumber semiotik digunakan dan dikaitkan. Video yang telah direkam kemudian dianalisis menggunakan kerangka analisis berupa *Multimodal Analysis* (Bezemer&Jewitt, 2010) dan *Multimodal Interaction Analysis* (Norris, 2004, 2011), dengan dukungan dari data yang berasal dari dokumentasi dan wawancara yang distimulasi. Hasil penelitian menunjukkan bahwa dari berbagai sumber semiotik yang ada di dalam kelas, penggunaan ruang, gestur, dan tatapan menjadi yang paling sering digunakan oleh guru. Terkait dengan semiotika ruang, ruang-ruang fisik dalam kelas tidak selalu memiliki fungsi tunggal. Namun, mereka selalu terdefinisi ulang oleh sifat alami dari aktivitas pembelajaran itu sendiri. Berkaitan dengan gestur, preferensi guru dalam menggunakan gestur tergantung dari kebutuhan representasi ide. Selanjutnya, berkaitan dengan tatapan, tipe tatapan tertentu cenderung digunakan dalam fase pembelajaran tertentu juga. Ketiga sumber semiotik ini diorkestrasikan oleh guru untuk menciptakan pembelajaran yang memiliki struktur yang khas. Selanjutnya, dengan mempelajari konfigurasi moda dan densitas moda dari aktivitas pembelajaran yang dilakukan oleh guru, proses pembentukan pembelajaran yang menghasilkan pedagogi yang unik bisa diamati. Sebagai penutup, diberikan beberapa saran untuk guru bahasa Inggris, pelatihan guru, serta penelitian di masa yang akan datang.

**Kata kunci:** Analisis multimodal, diskursus kelas, gestur, tatapan, penggunaan ruang

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