

# CHAPTER I

## INTRODUCTION

This chapter provides the essential information of the general introduction of the topic being research consisting of background of the study, research questions, the purposes of the study, the significances of the study, scope and limitation, organization of thesis, and list of terms.

### 1.1 Background of the Study

The advancement of the technology in this digital era has given significant contributions towards many aspects of human life including the tremendous change in the way people communicate. Today, people tend to communicate using multisemiotic modes to express many different purposes in the related contexts. Semiotic resources refer to any kind of features that are valuable to construe meanings such as “language, visual images, space and architecture” (O'Halloran, 2004, p. 1). Further, Wu (2014) explains that one semiotic resources are combined together in the form of multimodal texts to create meaning. In the meantime, the easy access to multimedia provides a huge opportunity to create digital multimodal products. Thus, the widely used multimodal texts encourage teachers to incorporate multimodal texts in their teaching and learning practices in order to assist the students to be able to communicate effectively in the real contexts.

Regarding the potentials of multimodal texts, many scholars are attracted to conduct studies on multimodal texts from various fields and diverse perspectives. Some previous studies conducted analysis concerning different types of multimodal texts in both printed and digital forms, such as leaflets (Lirola, 2012), picture books (Wu, 2014), English editorials (Yang & Zhang, 2014), and digital storytelling (Yang, 2012). Additionally, it is worth mentioning that these studies have deputized ample studies on multimodalities and some of them employed the Systemic Functional (SF) approach as the major framework.

However, most studies in educational field were mainly related to textbooks analysis (Pertama, Rukmini, & Bharaty, 2018; Roehrich, 2013; Salbego, Heberle, & Balen, 2015) and less attention has been given to the investigation of the student-created multimodal texts. Considering this issue, this present study answers a call for more studies of this matter aiming for reviewing the meaning realized in student-created products in the form of Digital Storytelling (DST) videos using Systemic Functional (SF) approach. It is supported by Suherdi (2015a) who has emphasized the importance of multimodal communication in the 21<sup>st</sup> century especially considering functional grammar of multisemiotic concept.

Some examples of the prior studies on multimodal text were conducted by Pertama, Rukmini, and Bharati (2018), and Roehrich (2013). These two studies similarly employed Systemic Functional (SF) approach to analyze multimodal elements in the students' textbooks. For instance, Pertama, Rukmini and Bharaty (2018) analyzed the Junior High school students' textbooks using descriptive qualitative approach to know how meanings are realized through the interplay of verbal language and visual images. They analyzed the data in terms of three metafunctions involving ideational, interpersonal, and textual meanings. The findings revealed some characteristics of meanings realized in the textbooks such as the domination of Relational process, Declarative mood and Left-right value respectively.

Furthermore, Roehrich (2013) analyzed the university undergraduate level science textbooks. In order to interpret the relation between image and text, he employed Systemic Functional Linguistics and Systemic Functional Multimodal Discourse Analysis to analyze the author's choice of language and images in the science textbooks. The finding showed that the author used Evaluative language to assist the readers to interpret the images. Considering these previous studies on textbooks analysis, this study aims at conducting the related study concerning student-created multimodal texts.

It is significant to know how the students construct the language and images in their multimodal texts because their choices reflect their beliefs and thoughts of a certain reality. Van Dijk (1997) clarifies that the meaning conveyed by people is the reflection of their personal experiences and knowledge (as cited

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in Farhat, 2016). Thus, the choice of language and image might be different from one person to another. In response to the significance of discussing this issue, this study seeks to investigate multimodal texts more comprehensively by emphasizing one of the noteworthy examples of multimodal texts that is created in the form of a Digital Storytelling (DST). According to Robin (2016), Digital Storytelling is creating a short story of a specific theme, topic, and point of view in digital form using multimedia software by combining texts, pictures, video clips, music backgrounds and narrator's voices. The difference between DST and any other types of movies or videos is explained by Hull and Nelson (2005). They state that difference is related to the recordings of the narrator's voices composing a personal created story by integrating photographs, images, video clips, and any other digital artifacts.

Recently, the increasing interest in systemic functional approach to multimodal text has heightened the need for analyzing multimodal videos. For example, some previous have concentrated on analyzing functional meanings realized in film (O'Halloran, 2004), advertisements (Hu & Luo, 2016; Pardi, Asnani, Siregar, & Hariani, 2018; and Yao & Zhuo, 2018), and video games (Weimin, 2015). Although considerable research has been devoted to various types of multimodal videos, rather less attention has been paid to Digital Storytelling (DST) especially in Indonesian context. Hence, in order to know how the meanings realized in the students' multimodal texts, three DST videos were selected to be analyzed further. The data were taken in the form of DST videos created by the twelfth grade students. They were taught by Indonesian senior high school teacher who had experienced in teaching DST and published a book and some articles internationally about DST.

In brief, this study aims at analyzing three major aspects such as students' choice of language and images realized in their created Digital Storytelling videos, the intersemiotic relation between verbal and visual modes, and the potentials and challenges for the pedagogical implication. Moreover, the analysis focused on identifying Ideational meaning on students' created DST videos. Three prominent frameworks based on Systemic Functional (SF) Approach were utilized

in this study such as Halliday's (2004) Systemic Functional Linguistics (SFL),  
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Kress van Leeuwen's (2006) Visual Grammar theory, and Unsworth's (2006a, 2006b) and Chan's (2011) theories on intersemiotic relations.

## **1.2 Research Questions**

In order to investigate the issue that has been explored formerly, the research questions of this study are formulated as follows.

1. What ideational meanings are realized in the choice of language and images in the students' Digital Storytelling videos?
2. What is the intersemiotic relation between verbal and visual modes?
3. What are the potentials and challenges of digitizing storytelling for pedagogical implication?

## **1.3 Purposes of the Study**

In line with the formulated research questions, the aims of this study are elaborated underneath.

1. To investigate the ideational meanings that are realized in the choice of language and images in the students' Digital Storytelling videos.
2. To examine the intersemiotic relation between verbal and visual modes?
3. To discuss the potentials and challenges of digitizing storytelling for pedagogical implication.

## **1.4 Significances of the Study**

Considering few studies on multimodal artifacts, especially regarding students' product, this study is carried out to give constructive contributions to both theoretical and practical aspects. Theoretically, this study attempts to enrich the literature studies by providing information about how students represent meanings in their created Digital Storytelling (DST) videos. Practically, by exploring meanings realized in DST videos, it provides an example of the application of DST that is important for students, teachers, researchers, educators, and professionals in order to gain more understanding about the integration of the technology in the classroom especially related to DST teaching and learning activities.

## **1.5 Scope and Limitation**

The scope of this study is related to the analysis of the students' Digital Storytelling (DST) videos under the topic of the Autobiographical recount. Specifically, the verbal language analysis focuses on Experiential meaning and visual images analysis especially discusses Representational meaning. Meanwhile, the limitation of this study refers to the data that are taken in the form of DST videos created by the students, which are instructed by an experienced teacher who has taught the students to create DST in a particular school. Three DST videos created by twelfth grade students are collected to be analyzed in depth. In brief, this study focuses on discussing the recorded verbal language and presented visual images by emphasizing static images instead of dynamic movements, i.e. moving images, inserted videos, sounds, and music.

## **1.6 Organization of Thesis**

This thesis is divided into five chapters. The first chapter begins with the introduction consisting (1) background of the study, (2) research questions, (3) purposes of the study, (4) significances of the study, (4) scope and limitation, (5) the organization of the thesis and (6) list of terms. The next chapter is Chapter II that provides relevant information of the theories and prior studies. Therefore, the related theories on ICT, Multimodal Text, Digital Storytelling (DST), Systemic Functional (SF) approach along with the findings of previous studies are discussed in this section. Then, Chapter III elaborates the methodology of the study comprising research design, research site, participant, data collection, and data analysis. In other words, this section refers to the detail information about the procedure on how to conduct the study. Afterward, Chapter IV discusses the findings of the study as the results of analyzing the collected data. It reveals the answers of the proposed research questions. It is followed by Chapter V as the last chapter, which is intended to draw the conclusion of the present study along with the suggestions and recommendations for further research.

## 1.7 List of Terms

To avoid bias interpretation, the following key terms are defined in this following section.

**1.7.1 Multimodal text:** It refers to a text that is composed by various semiotic modes to represent meanings (Kress & Van Leeuwen, 2006). It means that multimodal texts refer to any kind of texts weather in the forms of printed or digital texts consisting various features such as words, images, music, videos, movements and many other components that are integrated to construe meaning. Regarding this view, this study mainly focuses on identifying multimodal texts comprising verbal language and visual images.

**1.7.2 Digital Storytelling (DST):** It is defined as telling a story in the form of a short video containing of pictures, images, music, and the narrator's voice (Bull & Kejder, 2014; Dogan & Robin, 2008). In other words, it refers to a short video created by integrating image, video, music, and other components, which is usually narrated by the author. In this study, the teacher instructed the students to record their voice in order to tell a story in the digital form involving voice recordings, images, video clips, and background music.

**1.7.3 Autobiographical Recount:** In general, recount text is associated with retelling the events that have been experienced in the past (Derewianka, 1990). Moreover, it is also related to connecting events in chronological order (Knapp & Watkins, 2005). Specifically, Autobiographical recount is included as one of the types of recount text which is related to tell own life's story (Derewianka & Jones, 2016). Additionally, Coffin (2006) states that Autobiographical recount requires the author to tell a sequence of events happened in a longer period of time. In brief, Autobiographical recount refers to type of recount texts which tells past experiences throughout the lifespan based on the sequences of events narrated by the author himself.

**1.7.4 Ideational meaning:** It is related to one of the functions of language for communication, which emphasizes the importance of representing the experience in a social relationship (Halliday & Matthiessen, 2004). It comprises two components that are called Experiential and Logical metafunctions. Considering this definition, this study specifically concerns on Experiential metafunction to examine the verbal texts.

**1.7.5 Representational meaning:** It is one of the types of three metafunctions in Visual Grammar which is dealing with representing objects related to the experience of human beings (Kress & van Leeuwen, 2006). This term is associated with Ideational metafunction that represent meanings of images, pictures, or other kinds of two-dimensional objects.