

**ANALISIS PRAGMATIK MULTIMODAL DALAM POSTER
KAMPANYE PENCEGAHAN DAN PENGENDALIAN *CORONAVIRUS*
DISEASE (COVID-19) DI INDONESIA**

Tesis

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Humaniora pada Program Studi Linguistik UPI



Oleh:

Ari Mulyadi

1907087

Program Studi Linguistik
Sekolah Pascasarjana
Universitas Pendidikan Indonesia
2021

**Analisis Pragmatik Multimodal dalam Poster Kampanye Pencegahan dan
Pengendalian *Coronavirus Disease (COVID-19)* di Indonesia**

Oleh

Ari Mulyadi

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Humaniora (M.Hum.) pada Program Studi Linguistik Sekolah
Pascasarjana

© Ari Mulyadi 2021

Universitas Pendidikan Indonesia

Agustus 2021

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.

Ari Mulyadi, 2021

*ANALISIS PRAGMATIK MULTIMODAL DALAM POSTER KAMPANYE PENCEGAHAN DAN
PENGENDALIAN CORONAVIRUS DISEASE (COVID-19) DI INDONESIA*
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

LEMBAR PENGESAHAN

ANALISIS PRAGMATIK MULTIMODAL DALAM POSTER KAMPANYE PENCEGAHAN DAN PENGENDALIAN *CORONAVIRUS DISEASE (COVID-19)* DI INDONESIA

Oleh

Ari Mulyadi
NIM 1907087

Disetujui dan disahkan oleh

Pembimbing I



Dadang Sudana, M.A., Ph.D.
NIP. 196009191990031001

Pembimbing II



Dr. Andika Dutha Bachari, M.Hum
NIP. 198001292005011004

Penguji I



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

Penguji II



Iwa Lukmana, M.A., Ph.D
NIP. 196611271993031002

Mengetahui,

Ketua Jurusan Program Studi Linguistik

Sekolah Pascasarjana Universitas Pendidikan Indonesia



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

ABSTRAK

Penggunaan beragam sumberdaya semiotik sebagai medium penyampaian pesan dalam masyarakat kontemporer telah menuntut pembaca untuk mampu memahami, menanggapi, dan merangkai makna melalui pengetahuan teks multimodal. Penelitian ini bertujuan untuk mengkaji makna pragmatik yang disusun oleh produsen serta mencermati bagaimana pembaca memberikan respon terhadap poster kampanye pencegahan dan pengendalian *Coronavirus Disease (COVID-19)* di Indonesia. Penelitian ini menggunakan analisis tiga dimensi Sara Dicerto (2018) yang terdiri atas representasi semantik moda individual (verbal dan visual), representasi semantik teks multimodal (hubungan antar moda), dan makna inferensial (makna pragmatik) serta menggunakan pendekatan *thematic analysis*. Sumber data primer yang digunakan adalah sepuluh poster kampanye yang dipilih secara purposive sedangkan sumber data sekunder berupa hasil kuesioner dari lima puluh responden dengan kriteria yang sudah ditentukan sebelumnya. Temuan penelitian menunjukkan bahwa representasi semantik teks individual didominasi oleh moda visual melalui bentuk objek berupa logo dan simbol, representasi semantik teks multimodal didominasi oleh relasi *equivalence* sub-jenis *agent-object* sehingga pembaca dituntut untuk mampu memahami moda verbal dan visual secara bersamaan, dan makna inferensi poster secara umum berfungsi sebagai medium dalam menyampaikan pesan kampanye, membangun citra produsen, dan penanda kredibilitas sebuah sumber informasi. Respon kognitif dan umpan balik positif yang mendominasi mengindikasikan bahwa pesan dalam poster kampanye telah diterima dengan baik oleh pembaca. Sebagai simpulan, hasil penelitian menunjukkan bahwa poster kampanye terdiri atas beragam sumberdaya semiotik yang dapat mempengaruhi pembaca.

Kata-kata kunci: Pragmatik multimodal, poster kampanye, analisis tiga dimensi Dicerto (2018), dan *thematic analysis*

ABSTRACT

The use of various semiotic resources as a medium of messaging in contemporary society has demanded that readers comprehend, respond to, and connect meaning through multimodal text knowledge. This research aims to examine the mode of multimodal text (in pragmatics) that producers compile and observe how readers react to posters of Coronavirus Disease (COVID-19) control and prevention campaigns in Indonesia. This study used Sara Dicerto's three-dimensional analysis (2018) consisting of semantic representations of individual modes (verbal and visual), representation of multimodal text (intermodal relationships), and inference meanings (pragmatic meanings) and also used a thematic analysis approach. The primary data source used was ten campaign posters selected purposively, while secondary data sources were the results of questionnaires from fifty respondents with predefined criteria. The study findings showed that semantic representations of individual text dominate visual mode through the shape of objects in logos and symbols. The semantic model of multimodal text dominated the agent-object subtype equivalence relationship. So, the reader must be able to understand verbal and visual modes simultaneously. In addition to the meaning of poster inference, it also acts as a medium for delivering campaign messages, enhancing producers' image, and establishing the reliability of a source of information in general. The dominating cognitive response and positive feedback indicated that readers had well received the message in the campaign poster. To conclude, this research showed that the campaign posters consist of various semiotic resources that influence the readers.

Keywords: Multimodal pragmatics, campaign posters, Dicerto's three-dimensional analysis (2018), and thematic analysis

DAFTAR ISI

LEMBAR HAK CIPTA	Error! Bookmark not defined.
LEMBAR PENGESAHAN.....	3
LEMBAR PERNYATAAN	Error! Bookmark not defined.
ABSTRAK.....	Error! Bookmark not defined.
ABSTRACT	Error! Bookmark not defined.
KATA PENGANTAR.....	Error! Bookmark not defined.
UCAPAN TERIMA KASIH	Error! Bookmark not defined.
DAFTAR ISI	Error! Bookmark not defined.
DAFTAR TABEL.....	Error! Bookmark not defined.
DAFTAR GAMBAR.....	Error! Bookmark not defined.
DAFTAR LAMPIRAN	Error! Bookmark not defined.

BAB I PENDAHULUAN	Error! Bookmark not defined.
1.1 Latar Belakang Penelitian	Error! Bookmark not defined.
1.2 Rumusan Masalah Penelitian	Error! Bookmark not defined.
1.3 Tujuan Penelitian	Error! Bookmark not defined.
1.4 Batasan Penelitian.....	Error! Bookmark not defined.
1.5 Manfaat Penelitian	Error! Bookmark not defined.
1.6 Definisi Operasional	Error! Bookmark not defined.

BAB II TINJAUAN PUSTAKA.....	Error! Bookmark not defined.
2.1 Multimodal.....	Error! Bookmark not defined.
2.2 Model Analisis Pragmatik Multimodal Sara Dicero (2018)	Error!
2.2.1 Representasi Semantik Mode Individual	Error! Bookmark not defined.
2.2.2 Representasi Semantik Teks Multimodal	Error! Bookmark not
2.2.2.1 Cross Media Interaction Relations Pastra (2008)	Error! Bookmark

not defined.

2.2.2.2 Hubungan Logico-semantic Martinec & Salway (2005) **Error!**

Bookmark not defined.

2.2.3 Makna Inferensial **Error! Bookmark not defined.**

2.3 *Thematic Analysis* **Error! Bookmark not defined.**

2.4 Semiotika sosial **Error! Bookmark not defined.**

2.5 Poster **Error! Bookmark not defined.**

2.6 Kampanye **Error! Bookmark not defined.**

2.7 *Coronavirus Disease (COVID-19)* **Error! Bookmark not defined.**

2.8 Satuan Tugas Penanganan *Coronavirus Disease (COVID-19)* Republik Indonesia **Error! Bookmark not defined.**

BAB III METODE PENELITIAN **Error! Bookmark not defined.**

3.1 Desain Penelitian **Error! Bookmark not defined.**

3.2 Sumber dan Pengumpulan Data **Error! Bookmark not defined.**

3.2.1 Sumber Data **Error! Bookmark not defined.**

3.2.2 Teknik Pengumpulan Data **Error! Bookmark not defined.**

3.3 Populasi dan Sampel **Error! Bookmark not defined.**

3.3.1 Populasi **Error! Bookmark not defined.**

3.3.2 Teknik Pengambilan Sampel **Error! Bookmark not defined.**

3.4 Contoh Analisis Data **Error! Bookmark not defined.**

BAB IV TEMUAN DAN PEMBAHASAN **Error! Bookmark not defined.**

4.1 Temuan **Error! Bookmark not defined.**

4.1.1 Deskripsi Temuan Makna Pragmatik Multimodal dalam Poster Kampanye Pencegahan dan Pengendalian *Coronavirus Disease (COVID-19)* di Indonesia **Error! Bookmark not defined.**

4.1.1.1 Representasi Semantik Mode Individual **Error! Bookmark not defined.**

4.1.1.2 Representasi Semantik Teks Multimodal **Error! Bookmark not defined.**

4.1.1.2.1	<i>Cross Media Interaction Relations</i> Pastra (2008).....	Error!
	Bookmark not defined.	
4.1.1.2.2	Hubungan <i>Logico-semantic</i> Martinec & Salway (2005).	Error!
	Bookmark not defined.	
4.1.1.3	Makna Inferensial	Error! Bookmark not defined.
4.1.2	<i>Thematic Analysis</i>	Error! Bookmark not defined.
4.2	Pembahasan	Error! Bookmark not defined.
4.2.1	Pembahasan Makna Pragmatik Multimodal dalam Poster Kampanye Pencegahan dan Pengendalian <i>Coronavirus Disease</i> (COVID-19) di Indonesia	Error! Bookmark not defined.
4.2.1.1	Representasi Semantik Mode Individual.....	Error! Bookmark not defined.
4.2.1.2	Representasi Semantik Teks Multimodal	Error! Bookmark not defined.
4.2.1.3	Makna Inferensial	Error! Bookmark not defined.
4.2.2	<i>Thematic Analysis</i>	Error! Bookmark not defined.

BAB V SIMPULAN DAN SARAN	Error! Bookmark not defined.
5.1 Simpulan	Error! Bookmark not defined.
5.2 Saran	Error! Bookmark not defined.

DAFTAR PUSTAKA	Error! Bookmark not defined.
LAMPIRAN I	Error! Bookmark not defined.
LAMPIRAN II	Error! Bookmark not defined.
LAMPIRAN III	Error! Bookmark not defined.

DAFTAR PUSTAKA

- Alyousef, H. S. (2016). A multimodal discourse analysis of the textual and logical relations in marketing texts written by international undergraduate students. *Functional Linguistics*, 3(1), 1–29.
- Amitav, B., & Chaudhury, S. (2010). Statistics without tears: Populations and samples. *Industrial Psychiatry Journal*, 19(1), 60–65.
- Arola, K. L., Sheppard, J., & Ball, C. E. (2014). *Writer/ Designer: A Guide to making multimodal projects*. New York: Bedford/St. Martin's.
- Bateman, J. A., & Wildfeuer, J. (2014). A Multimodal Discourse Theory of Visual Narrative. *Journal of Pragmatics*, 74, 180–208.
- Bearne, E. (2009). Multimodality, literacy and texts: Developing a discourse. *Journal of Early Childhood Literacy*, 9(2), 156–187.
- Beltrán-Planques, V., & Querol-Julian, M. (2018). English language learners' spoken interaction: What a multimodal perspective reveals about pragmatic competence. *System*, 77, 80–90.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Camiciottoli, B., & Campoy-Cubillo, M. C. (2018). Introduction: The nexus of multimodality, multimodal literacy, and English language teaching in research and practice in higher education settings. *System*, 77, 1–9.
- Carston, R. (2013). Word Meaning, What is Said, and Explicature. In *What is Said and What is Not*. Stanford: Csli Publication.
- Carston, R., & Hall, A. (2012). Implicature and explicature. In *Cognitive*

- Pragmatics*. Berlin, Boston: DE GRUYTER.
- Collins, S. G., Durington, M., & Gill, H. (2017). Multimodality: An Invitation. *American Anthropologist*, 119(1), 142–146.
- Cutlip, S. M., Center, A. H., & Broom, G. M. (2000). *Effective Public Relations* (8th ed.). New Jersey: Prentice Hall.
- Dahlström, H. (2016). What happens when multimodality comes into the classroom?: A study of Swedish children's use of multiple modes while creating narrative text. *The Digital Literacy and Multimodal Practices of Young Children: Engaging with Emergent Research*, 60–66.
- de Lacalle, O. L., Salaberria, A., Soroa, A., Azkune, G., & Agirre, E. (2020). Evaluating Multimodal Representations on Visual Semantic Textual Similarity. *Computation and Language*, 1(1), 126.
- Dicerto, S. (2018). *Multimodal Pragmatics and Translation: A New Model for Source Text Analysis*. London: Palgrave Macmillan.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 80–92.
- Flewitt, R., Price, S., & Korkiakangas, T. (2018). Multimodality: Methodological explorations. *Qualitative Research*, 19(1), 3–6.
- Gkoumas, D., Li, Q., Lioma, C., Yu, Y., & Song, D. (2021). What makes the difference? An empirical comparison of fusion strategies for multimodal language analysis. *Information Fusion*, 66, 184–197.
- Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. Thousand Oaks: SAGE Publications Ltd.
- Guo, F., & Feng, X. (2017). A Multimodal Discourse Analysis of Advertisements-Based on Visual Grammar. *Journal of Arts and Humanities*, 6(3), 59.
- Halliday, M. A. K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. Baltimore: University Park Press.
- Hawes, T. (2015). Thematic progression in the writing of students and professionals. *Ampersand*, 2, 93–100.
- Hermawan, B. (2013). Multimodality: Menafsir Verbal, Membaca Gambar, dan Memahami Teks. *Bahasa Dan Sastra*, 13(1).
- Hodge, R., & Kress, G. (1988). *Social Semiotics*. New York: Cornell University Press.
- Höllerer, M. A., Daudigeos, T., & Jancsary, D. (2017). Multimodality, Meaning, and Institutions: Editorial. *Multimodality, Meaning, and Institutions*, 54A, 1–

24.

- Holloway, I., & Todres, L. (2003). The status of method: Flexibility, consistency, and coherence. *Qualitative Research*, 3(3), 345–357.
- Huang, L. (2021). Toward multimodal corpus pragmatics: Rationale, case, and agenda. *Digital Scholarship in the Humanities*, 36(1), 101–114.
- Ilic, D., & Rowe, N. (2013). What is the evidence that poster presentations are effective in promoting knowledge transfer? A state of the art review. *Health Information and Libraries Journal*, 30(1), 4–12.
- Jefkins, F. (1997). *Periklanan*. Jakarta: Erlangga.
- Jewitt, C. (2006). *Technology, Literacy, and Learning: A Multimodal Approach*. London: Routledge.
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32, 241–267.
- Jewitt, C., & Kress, G. (2003). *Multimodal Literacy*. New York: Peter Lang.
- Jewitt, C., & Oyama, R. (2001). Visual Meaning: a Social Semiotic Approach. In *The Handbook of Visual Analysis* (pp. 134–156). London: SAGE Publications Ltd.
- Kahari, L. (2013). A Multimodal Discourse Analysis of Selected Male Circumcision Posters Used in Zimbabwe. *Global Journal of Arts Humanities and Social Sciences*, 1(4), 61–71.
- KBBI. (2016). Kamus Besar Bahasa Indonesia. Badan Pengembangan dan Pembinaan Bahasa Republik Indonesia.
- Kementerian Kesehatan Republik Indonesia. (2020). *Pedoman Pencegahan dan Pengendalian Coronavirus Disease (COVID-19)*. Jakarta: Direktorat Jenderal Pencegahan dan Pengendalian Penyakit.
- Klingemann, H. D., & Rommele, A. (2002). *Public Information Campaigns and Opinion Research*. Thousand Oaks: SAGE Publications Ltd.
- Kress, G. (2003). *Literacy in the New Media Age*. New York: Routledge.
- Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London: Routledge.
- Kress, G., & Hodge, R. (1979). Language as Ideology. *Language as Ideology*. London: Routledge & Kegan Paul.
- Kress, G., & van Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge.
- Kress, G., & van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual*

- Design* (2nd ed.). London: Routledge.
- Kress, G., & Van Leeuwen, T. (2002). Colour as a semiotic mode: Notes for a grammar of colour. *Visual Communication*, 1(3), 343–368.
- Kusrianto, A. (2009). *Pengantar Desain Komunikasi Visual*. Yogyakarta: CV Andi Offset.
- Larson, C. U. (1992). *Persuasion: Reception and Respons* (1st ed.). California: Wardsworth Publishing Company.
- Ledin, P., & Machin, D. (2019). Doing critical discourse studies with multimodality: from metafunctions to materiality. *Critical Discourse Studies*, 16(5), 497–513.
- Lemke, J. (1998). Multiplying meaning: Visual and verbal semiotics in scientific text. In *Reading Science: Critical and Functional Perspectives on Discourses of Science* (J.R. Marti, pp. 87–113). London: Routledge.
- Lemke, J. L. (2002). Travels in hypermodality. *Visual Communication*, 1(3), 299–325.
- Liu, Y., & O'Halloran, K. L. (2009). Intersemiotic Texture: analyzing cohesive devices between language and images. *Social Semiotics*, 19(4), 367–388.
- Machin, D. (2007). *Introduction to Multimodal Analysis*. London: Hodder Education.
- Martinec, R. (2000). Types of process in action. *Semiotica*, 130(3–4), 243–268.
- Martinec, R. (2001). Interpersonal resources in action. *Semiotica*, (135), 117–145.
- Martinec, & Salway. (2005). A system for image-text relations in new (and old) media. *Visual Communication*, 4(3), 337–371.
- Miles, M. B., & Huberman, A. M. (1984). *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia.
- Mubenga, K. S. (2015). Towards a Multimodal Pragmatic Analysis of Film Discourse in Audiovisual Translation Article. *Meta: Journal Des Traducteurs*, 54(3), 466–484.
- North, S. (2005). Disciplinary variation in the use of theme in undergraduate essays. *Applied Linguistics*, 26(3), 431–452.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis. *International Journal of Qualitative Methods*, 16(1).
- Pastra, K. (2008). COSMOROE: A cross-media relations framework for modelling multimedia dialectics. *Multimedia Systems*, 14(5), 299–323.
- Pedwell, R. K., Hardy, J. A., & Rowland, S. L. (2017). Effective visual design and

- communication practices for research posters: Exemplars based on the theory and practice of multimedia learning and rhetoric. *Biochemistry and Molecular Biology Education*, 45(3), 249–261.
- Perniss, P. (2018). Why We Should Study Multimodal Language. *Frontiers in Psychology*, 9.
- Pudjiastuti. (1997). *Advertising Guide Book*. Jakarta: Gramedia.
- Rachul, C., & Varpio, L. (2020). More than words: how multimodal analysis can inform health professions education. *Advances in Health Sciences Education*, 25(5), 1087–1097.
- Rakhmadona, I. (2009). *Penelitian Media Cetak Program Pengendalian dan Kesiapsiagaan Menghadapi Pandemi Influenza oleh Masyarakat di Kelurahan Manis Jaya Tangerang*. Jakarta: Universitas Indonesia.
- Rocci, A., & Pollaroli, C. (2018). Introduction: Multimodality in argumentation. *Semiotica*, 2018(220), 1–17.
- Rowley-Jolivet, E. (2000). Image as Text: Aspects of the shared visual language of scientific conference participants. *ASp*, 3(27–30), 133–154.
- Rowsell, J., & Walsh, M. (2011). Rethinking Literacy Education in New Times: Multimodality, Multiliteracies, and New Literacies. *Brock Education Journal*, 21(1).
- Satuan Tugas Penanganan COVID-19 Republik Indonesia. (2020). Satuan Tugas Penanganan COVID-19. Retrieved 24 November 2020, from <https://covid19.go.id/>
- Saussure, F. de. (1983). *Course in General Linguistics*. London: Duckworth.
- Shah, D. V., Cho, J., Nah, S., Gotlieb, M. R., Hwang, H., Lee, N.-J., McLeod, D. M. (2007). Campaign Ads, Online Messaging, and Participation: Extending the Communication Mediation Model. *Journal of Communication*, 57(4), 676–703.
- Sindoni, M. G. (2020). '#YouCanTalk': A multimodal discourse analysis of suicide prevention and peer support in the Australian BeyondBlue platform. *Discourse and Communication*, 14(2), 202–221.
- Singhal, T. (2020). A Review of Coronavirus Disease-2019 (COVID-19). *Indian Journal of Pediatrics*, 87(4), 281–286.
- Sixsmith, J., Doyle, P., & Barry, M. (2013). Reporting health communication activities for the prevention and control of communicable diseases in Europe. *Journal of Health Communication*, 18(12), 1494–1506.
- Sperber, D., & Wilson, D. (1995). *Relevance: Communication, and Cognition* (2nd

- ed.). Oxford: Blackwell Publisher.
- Tuckett, A. G. (2005). Applying thematic analysis theory to practice: A researcher's experience. *Contemporary Nurse*, 19(1–2), 75–87.
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implication for conducting a qualitative descriptive study. *Nursing & Health Science*, 15(3), 398–405.
- Valdeón, R. A. (2018). Discourse analysis, pragmatics, multimodal analysis. In *Reception Studies and Audio Visual Translation* (pp. 111–132).
- van Leeuwen, T. (1999). *Speech, Music, Sound*. London: Palgrave Macmillan.
- van Leeuwen, T. (2005). *Introducing Social Semiotics*. London: Routledge.
- Xia, J., & Lee, H. (2020). A Critical Look at the Multimodal Pragmatic Approach to Translation. *Studies in Humanities*, 64, 133–158.
- Xu, W., & Zammit, K. (2020). Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research. *International Journal of Qualitative Methods*, 19(19), 1–19.
- Yaemwannang, C., & Pramoolsook, I. (2018). Multimodal Discourse Analysis of Image - Text Relations in International Hotel Homepages. *Suranaree Journal of Science and Technology*, 12(2).