

MULTIMODAL ANALYSIS: PEDAGOGICAL REPRESENTATION OF VISUAL IMAGES IN EFL TEXTBOOKS

A RESEARCH PAPER

Submitted to the English Language Education Study Program,
Faculty of Language and Literature Education, Universitas Pendidikan Indonesia
in a Partial Fulfilment of the Requirements for *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2022**

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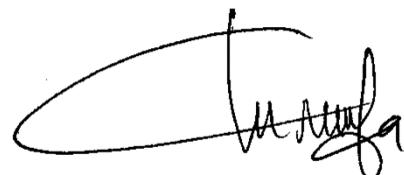
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STATEMENT OF AUTHORIZATION

I, as the researcher of this study, certify that this research titled “Multimodal Analysis: Pedagogical Representation of Visual Images in EFL Textbooks” is my own work. I am also aware that, undoubtedly, this research could not have been done without other researchers. Therefore, I have quoted related statements from various scholars. All quoted statements have been cited appropriately.

Bandung, August 2022



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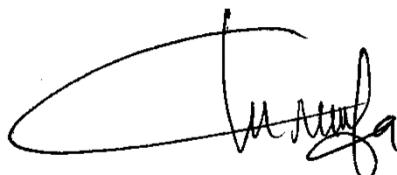
PREFACE

Praise be to Allah SWT. for giving me the strength for finishing this final research paper, blessing me with this incredibly tiring yet rewarding journey. My endless prayers go to Prophet Muhammad SAW. for his blessings for his people.

This research, titled “Multimodal Analysis: Pedagogical Representation of Visual Images in EFL Textbooks”, is submitted as one of the requirements for the *Sarjana Pendidikan* degree of English Education Department of Faculty Language and Literature Education of Universitas Pendidikan Indonesia. This research aimed at investigating the pedagogical representation of visual images from the representational, interactive, and compositional meaning of the visual in the EFL textbooks. The need to conduct this research was based on the current trend of multimodality within the educational context as a fundamental aspect of the classroom's semiotic activities, and instructional materials that aim to promote learning, resulting in textbooks that are highly visual in their design. The research found a gap concerning the research on visual meanings of the images in the EFL textbooks. Thus, this research, hopefully, will enrich the current literature on visual meanings in textbooks research that, eventually, will be a reference for future scholars, as well as a reference for English teachers or textbook users in general in utilising the visual images in the language learning.

Lastly, as a final remark for this preface and to complete any lacks found in the research, constructive feedback and criticism will always be appreciated. It is undeniable that such feedback and criticism will result in better work in the future.

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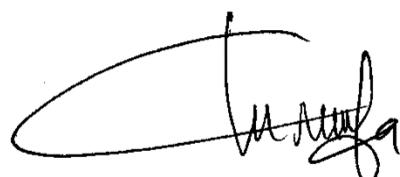
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Praise be to Allah SWT., who always gives me strength to carry on, and to Prophet Muhammad SAW., who gives a religiously practical and philosophical guide to all his followers. I am thankful for being given the opportunity and strength to finish this research paper.

In finishing this research paper, besides the spiritual support mentioned above, I have also received guidance and assistance from many people. Therefore, firstly, I would like to express my gratitude to my supervisors, Dr Budi Hermawan, S.Pd., M.P.C. and Pupung Purnawarman, M.S.Ed., PhD. They were helpful and supportive during the whole process of writing my research paper. Secondly, I would also like to thank my parents and sisters, from the deepest of my heart, for their endless prayers and support, especially during the pandemic time. Lastly, I would like to give my utmost gratitude to my friends and colleagues, who were always supportive and cooperative, and whose opinions matter to me in every process of writing this research paper.

During the seemingly long process of writing, a verse from a poem by Walt Whitman lingers in me: *one world is aware, and by far the largest to me, and that is myself*. Those words give me strength, belief, and justification in every step that I take until I reach the destination of finishing this research paper. I am glad and grateful to be able to reach this point. Having said that, this also marks the beginning of the hopefully remarkable next chapter of my life. Thus, at the end of these acknowledgements, I would like to leave my mark in the form of gratitude towards myself as I believe that, before everything, it always starts within yourself.

Bandung, August 2022



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MULTIMODAL ANALYSIS: PEDAGOGICAL REPRESENTATION OF VISUAL IMAGES IN EFL TEXTBOOKS

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ABSTRACT

Within the educational context, multimodality and multimodal literacy have been studied as a goal of literacy education, a fundamental aspect of the classroom's semiotic activities, and instructional materials that aim to promote learning. As a result, textbooks nowadays are highly visual in their design. In language teaching and learning, visual images can act as communication tools and powerful elements in building students' knowledge about the outside world, creating a social setting that cannot be formed in a classroom environment, and giving real-life examples. The purpose of this research is to investigate the pedagogical representation of visual images from the representational, interactive, and compositional meanings of visuals in EFL textbooks. This research adopts the visual grammar framework proposed by Kress and van Leeuwen (2006). The data in this research cover the visual images from two Indonesian EFL textbooks for 10-grade students. The findings suggest that representationally, the images in EFL textbooks are utilised to help students to understand the content and social interaction and to transfer conceptual knowledge by matching the image with its real-world referent following the topics in the textbooks. Interactively, social relations and power equality exist between the image and the viewer. Compositonally, the images have an essential role in language learning that help students to engage effectively with the exercises in the textbooks, and the EFL textbooks construct the conceptual meaning of the text from the Top/Bottom (Ideal/Real) composition.

Keywords: *Compositional Meaning, EFL textbooks, Interactive Meaning, Representational Meaning, Visual images*

ANALISIS MULTIMODAL: REPRESENTASI PEDAGOGIS GAMBAR VISUAL IN BUKU TEKS EFL

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ABSTRAK

Dalam konteks pendidikan, literasi multimodalitas dan multimodalitas telah dipelajari sebagai tujuan pendidikan literasi, aspek fundamental dari aktivitas semiotik kelas, dan materi instruksional yang bertujuan untuk mempromosikan pembelajaran. Akibatnya, desain buku teks saat ini sangat visual. Dalam pengajaran dan pembelajaran bahasa, gambar visual dapat bertindak sebagai alat komunikasi dan elemen yang penting dalam membangun pengetahuan siswa tentang dunia luar, menciptakan pengaturan sosial yang tidak dapat dibentuk di lingkungan kelas, dan memberikan contoh kehidupan nyata. Maka tujuan dari penelitian ini adalah untuk mengetahui representasi pedagogis gambar visual dari makna representasional, interaktif, dan komposisi visual dalam buku teks EFL. Penelitian ini mengadopsi kerangka tata bahasa visual yang dikemukakan oleh Kress dan van Leeuwen (2006). Data dalam penelitian ini meliputi gambar visual dari dua buku teks Bahasa Indonesia EFL untuk siswa kelas 10. Temuan menunjukkan bahwa secara representasi, gambar dalam buku teks EFL digunakan untuk membantu siswa memahami konten dan interaksi sosial dan untuk mentransfer pengetahuan konseptual dengan mencocokkan gambar dengan referensi dunia nyata sesuai topik dalam buku teks. Secara interaktif, hubungan sosial dan kesetaraan kekuasaan ada antara gambar dan siswa. Secara komposisi, gambar memiliki peran penting dalam pembelajaran bahasa yang membantu siswa untuk terlibat secara efektif dengan latihan di buku teks, dan buku teks EFL membangun makna konseptual teks dari struktur Atas/Bawah (Ideal/Nyata).

Kata Kunci: *Buku teks EFL, Gambar visual, Makna Interaktif, Makna Komposisi, Makna Representasi*

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