

AN ANALYSIS OF MULTIMODAL DISCOURSE ANALYSIS TOWARDS ENGLISH TEXTBOOK USED BY STUDENTS AT SCHOOL

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Abstract

Communication in learning can be assisted by the use of teaching materials, one of which is the use of a multimodal approach. This is in line with the multimodal principle which can streamline communication, so that the meaning conveyed will be more easily understood due to the use of various modals to support the existing meaning. Based on this, a study was conducted with the aim of knowing multimodality in an English book teaching material for elementary schools. Multimodality in teaching materials is considered important to analyze because it can affect the learning process. The research design conducted by researchers is a qualitative approach. The source of the data in this study was elementary school English textbooks. The instrument used is a multimodal indicator through linguistic metafunctions and the use of intersemiosis meaning. The data collection technique that the researchers used was a documentation study with a content analysis methodology. The results of the study show the findings of multimodal indicators through linguistic metafunctions and intersemiosis. From linguistic metafunction, it shows linguistic, visual, gesture, and spatial modality as much as 23.73% and for audio mode as much as 5.08%. from the results of intersemiosis found ideational 29.73%, interpersonal 37.84%, and textual 33.43%. These results indicate the conclusion that elementary school students' English books cannot yet be called multimodal teaching materials. The implications of this research are as a reference for teachers to develop media teaching materials, as a reference for updating student books, and to add to the repertoire of multimodal studies in Indonesia.

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Introduction

Indonesian State Education is currently guided by the 2013 curriculum which places its fundamentals on competency and character based curriculum with all the designs that have been made that will equip students with competencies that are useful in the 21st century (Herman et al, 2022). From time to time the curriculum in every country has its own history of development, and Indonesia is no exception (Murica, 2018). The previous curriculum, namely KTSP which was legalized in 2006 has now been updated with the 2013 curriculum on the basis of the same goal, which is contained in the 1945 Constitution, namely "to educate the life of the nation". In an effort to achieve these goals, the curriculum is continuously updated in order to provide quality education, and quality education system (Pan, 2020). (Pan, 2020; Heman et al, 2020)

Concerning the national education system, article 3 stipulates that the role of national education is to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life; aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In connection with the above, to realize these educational goals a mature education system is needed, which is supported by various things, from curriculum, teachers, learning management, and facilities. One of the facilities that supports the success of education and the achievement of curriculum goals is teaching materials or what we now call student books (Purnaningwulan, 2015). According to Nafi'ah & Indihadi, teaching materials are material that students must learn as a means to achieve indicators, goals, or core competencies and basic competencies. In another view, Abidin reveals teaching materials or learning materials (instruction materials) in outline consist of knowledge, skills and attitudes that must be learned by students in order to achieve predetermined competency standards (Rovira, Turro, Fioretti, & Velilla, 2018). In Permendiknas Decree No. 2 of 2008 concerning books, in Chapter V articles 6-7 explain the use of learning books (teaching materials) in educational units, meaning that books are very important supporting materials in learning, become a mandatory reference by educators in the learning process, so that students are also encouraged to have it. If they cannot afford it, the school is obliged to provide it at the library and encourage students to borrow it from the library. Thus the importance of teaching materials

in learning (Culache & Obadă, 2014). Likewise with the quality, before distributing teaching materials, their eligibility will be assessed first by the National Education Standards Agency (BSNP).

To test or measure the feasibility of teaching materials, several aspects of the feasibility of teaching materials must be considered which include: conformity with the curriculum, the correctness of the material concept, language, and presentation graphics (Cahyaningati, 2018; Silalahi et al, 2022). Even though it has been tested for feasibility through the BSNP teaching materials still have deficiencies or there are errors. Nisyak said that teaching materials still have problems in content, (material content) there are images containing pornography, the use of language that is not relevant to the development of students, and other problems (Sari, 2020). With these various problems the Ministry of Education and Culture is gradually improving the quality of teaching materials, of the many problems that exist in teaching materials, there are only four problem solutions which include: complexity in learning and assessment of Spiritual attitudes, and Social Attitudes, relevance between Competencies Core (KI)-Basic Competency (KD) with syllabus and books, applying the 5M thinking process as a procedural learning method, limiting students' abilities through taxonomic division of thinking processes between levels. Of these various things do not pay attention to language, visual, spatial, gesture (multimodality) problems (Anstey, 2019; Alfayad, 2021; Lipińska, 2021).

The linguistic aspects included in multimodal are very influential in students' cognition, such as the use of inappropriate words that make it difficult students to interpret a text. According to Herman, van Thao and Purba (2021) said, grammar is widely regarded as an important basis for multimodal analytical thinking frameworks. Simplifies the definition of multimodal, multimodal is a way for people to communicate using different modes at the same time (Meneses, 2018; Ngongo et al, 2022). This will make it easier for someone to capture the meaning when they communicate. In another view, Herman et al (2022), reveal that multimodal is an approach that reflects more than one mode (semiotic source). In connection with the opinion above, multimodal can be interpreted as an approach in communicating that is not limited by one way (Harrison, 2017). As in conveying a message or information, it is not enough to convey it verbally, it is necessary to use other modes, this is called multimodal (Herman, Saputra, Ngongo and Fatmawati, 2022; Martin, 2022; Dogru et al., 2022). This is an essential part of learning, especially the use of teaching materials, because if multimodal can be applied properly, it will really help students understand the material when the learning process takes place, and can take advantage of effectiveness in learning (Al Iftitah & Syamsudin, 2022). The importance of using multimodal in learning

because educators have a responsibility to teach students new material, to make the explanation more effective it is necessary to use various modes at the same time (Bilfaqih & Qomarudin, 2017; Raharjo et al., 2022; Li et al., 2022). There have been many studies on multimodal analysis in various fields, as has been done by Rosa (2014), Supriaksono (2015), and Sari (2017) regarding the analysis of the structure of linguistic functions in an advertisement. Then in the field of education Wulan, (2017) analyzes the multimodality in animated films, through multimodality analysis seen from the point of view of linguistic structure or language, audio, visual, spatial, and gesture (Anstey, 2019; Fabbro & Tonchia, 2021). Based on the things above, it is deemed necessary to conduct research to find out how multimodality exists in teaching materials. So from this background, the researcher intends to analyze multimodality in English books for grade 1 elementary schools.

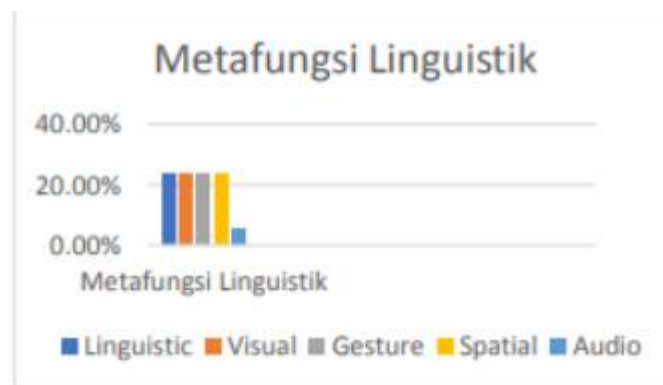
METHOD

The method in this study uses qualitative content analysis (qualitative content analysis) (van Thao et al, 2021). The data source in this study is an English book for elementary school students, this book will go through the process of collecting data with documentation studies, then analyzing it through data analysis techniques consisting of eight steps, namely: The researcher understands the content to be analyzed by reading theory -theories related to multimodality, as well as elements of multimodality based on the theory of Anstey. Detailing the unit of analysis, in this case the researcher details the text and images contained in the teaching materials. Development of a unique code for each indicator indicating the existence of multimodality in the teaching material. Then do the initial coding of this to test the code that has been determined to minimize errors and mistakes in the code. The next stage is the researcher coding the data or content that has been detailed in the teaching materials. The researcher identified the categories for all the codes, after the researcher coded the student books, the researcher identified the various codes and then categorized them. In the next stage, the researcher identified themes/patterns across categories, the intended categories were multimodal indicators such as (linguistic, visual, gesture, spatial, and audio), as well as supporting indicators of ideational, interpersonal and textual metafunctions. Lastly is the interpretation as well as the implications of the analysis results (Lavrakas & Roller, 2015)

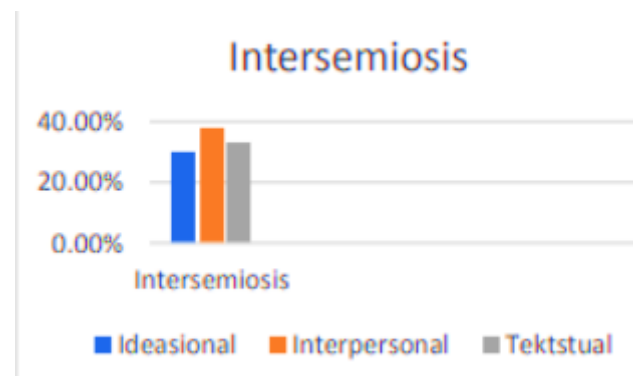
RESULTS

Based on the results of the data analysis that has been done, not all of the 62 pages analyzed contain multimodality. The researcher only found 14 pages containing multimodality in the English books of elementary school students. In multimodality, the teaching materials that the researcher found consisted of modes of forming multimodality, such as linguistic, visual, gesture, and spatial modes which were found on one page (23.73%). Audio modes found in one page are present (5.08%). In addition to these metafunctions, the researcher found the use of intersemiosis in elementary school students' English textbooks as a reinforcement of multimodal findings. Researchers found three forms of intersemiosis, including: in ideational meaning the researcher found 29.73% in one page, in interpersonal meaning the researcher found 37.84% multimodal content on each page, and the researcher found textual interpersonal forms of 32.43% on the pages.

Picture 1. Linguistics Metafunction



Picture 2. Intersemiosis Multimodal



Discussion At this point there is a discussion regarding the forms of linguistic metafunctions (linguistic, audio, gesture, spatial, and audio) found on sheets or pages in students' English books. The following is a discussion of linguistic mode as a multimodal forming mode. The findings of the linguistic, visual, gestural, and spatial modes were only 23.73% of the 14 pages which contained multimodal, while the audio mode contained only 5.08% of the 3 pages which contained complete multimodal. This percentage shows that multimodality in the thematic student book teaching materials for class 1 sub-theme 6 is lacking. Even out of 14 pages that can be called multimodal, there are only 3 pages that contain complex forming modes, while the other 11 pages contain only four elements of mode (linguistic, visual, gesture, and spatial) however, it can still be called multimodal because there are two or more modes that make up multimodal as stated by Anstey & Bull (2010). The less prominence of the multimodal forming metafunction is caused by many factors, one of which is the orientation of student books which have just combined subject matter into thematic ones. Discussion about multimodal in Indonesia is also not much related to education, so it is natural that multimodal, especially those found in teaching materials, is still low. In terms of linguistics, there are sub-indicators (theme, font type, font color, generic structure, grammatical). It can be seen that the 14 pages containing linguistic metafunctions in terms of language in this thematic student book use the typeface Bear Metanoia with a size of 18 pt, then there are narrative, descriptive, and argumentative generic structures. And in terms of grammatical inaccuracies, such as the writing of punctuation marks in the sentence "Put a sign (v) in the sentence which is an expression of guidance" the sentence is on page 4 the sentence does not fulfill the imperative sentence because there is no exclamation point (!) So that the meaning it was found that students were not told to do that part, the researcher found every sentence that assigned students to do the task was not accompanied by an exclamation point. In the visual mode the researcher can find and identify parts that belong to the visual mode such as the theme implied in the object, the frame that separates the image from the text, and the horizontal/vertical perspective in the point of view contained in the image. This is reflected on pages 1, 2, 4, 7, 8, 9, 10, 16, 24 31. This discovery in visual mode is of course in line with what was revealed by Anstey & Bull, (2010) regarding the form of visual mode that can be found and channeled through multimodal forms of media, one of which is picture books, like this thematic book because elements such as textual and visual are arranged on separate/separate pages, which are interrelated so that they become all related pages. Gesture modes can be identified on objects or characters in the image. This mode is very helpful in clarifying the meaning conveyed when communicating, of course it must be accompanied by an explanation

or text that supports the meaning conveyed. In this linguistic metafunction analysis, the researcher finds some data which shows the asymmetry between the gesture and the text. This can be seen on page 10, there is the text "now you will walk on the footbridge". This text has nothing to do with the gesture, the picture only demonstrates Udin giving an example of a left and right roll motion. This is of course not in accordance with what is said by Saragi & Sugandi, (2018) which states that linguistic metafunctions should be able to unite different modes in order to get a deeper meaning. If between modes do not have a relationship on the same page, students will be hampered when understanding the meaning. Spatial mode, this mode includes the distance between images and text, layout, and organization in space. From the research findings there are several pages that are organized in the space is not good enough, this can be seen on page 1 and page 2. On page 1 the text which narrates about working together in cleaning the house covers the face of Ibu Dayu so that the expression shown by the mother is not too visible, this of course interferes with the process of interpretation that students will go through. The same thing happened on page 2, the description text that describes the home page is not well organized, and looks like it overlaps with the house in the picture. This should not happen in student books, of course it will affect the formation of multimodality with other modes, because each mode in multimodality has an important role including spatial modes, this is confirmed by (Wulan, 2017) who says that all means of communication in multimodal play a role important, both verbally and non-verbally because language contains meaning or informative content in each of its parts. Audio mode, the last mode of forming multimodal in class 1 thematic student books. Researchers did not find much of this mode, this mode was identified on just 3 pages out of 14 pages which can be called multimodal. It can be seen on page 7, page 8, and page 27. Even though the teaching material is a printed teaching material that cannot produce sound or audio directly, the audio mode can be identified through the tones and rhythms of the music listed in the text, the rest of this can be practiced by teachers and students in learning, in order to be able to interpret the audio mode. How is Multimodal in Class 1 Thematic Student Books? In discussing this second point, the researcher will discuss multimodality in class 1 thematic teaching materials. As previously explained that multimodal can be formed through a combination of several modes, in this study multimodal can be identified through the mode of forming from linguistic metafunction structures and intersemiosis (Anstey & Bull, 2010; Hermawan & Sukyadi, 2020; Krees, 2010; Abuhmaid & Jarrah, 2022; Smith-Moyler & Grooms, 2022). Discussion of the results of the previous analysis regarding the structure of linguistic metafunctions and below will continue the discussion regarding the

intersemipositions that can form multimodality. These two things can be combined so as to strengthen the findings of multimodality in teaching materials. From the findings the researcher identified the pages in learning 1, sub-theme 1, theme 6 thematic books for class 1, there were 14 pages that had intersemiosis-forming elements consisting of ideational, interpersonal and textual meanings, because not all pages in sub-theme 1 had a mix of images and text. Researchers identified images and text that were combined and formed ideational, interpersonal, and textual intersemiosis (Hermawan & Sukyadi, 2020). In terms of ideational meaning, the researcher identifies through images and texts that are combined. From this, ideational meanings can be reflected by identifying them in terms of the participants or objects that appear in the picture. consequences (Hermawan & Sukyadi, 2020). This is found on the page, from the page you can see the relationship between the text and the image. The picture shows the Dayu family working together in keeping the house clean and the sentence "cooperation in keeping the house clean must be done, affection in the home environment must be maintained, if so the house will be comfortable for us" the sentence shows circumstance cause and effect of working together in keep the house clean. Also 8 *EduHumanities*: Vol. 10 No. 2, July 2018 shows the process of how a house can be lived in comfortably. Interpersonal meaning, can be seen through the sliced images and text.

This identification can be seen from verbal or pictures, from a verbal perspective it can be seen if there is the use of mood (type of clause), multimodality markers, and the use of pronouns. This is then supported by images which include vectors or object gazes, horizontal/vertical perspectives, types of shots, and color saturation (Hermawan & Sukyadi, 2020). This is found on page 2, it can be seen in the pictures and text that is used is the declarative clause in the first sentence "Father and Mother are cleaning the house" then there is the use of the pronoun "they" which indicates the 3rd person pronoun. In terms of the image, the color saturation is quite good, then the gaze or vector of Mother and Dayu are facing each other, then the direction of the vector of Father Dayu's gaze is straight towards the plant. The use of textual meaning can be identified through verbal elements and images that are intersected or combined, from a verbal perspective it can be identified through themes, fonts, font colors and letter elements that are made visible, meanwhile in terms of images can be identified through object themes, visibility, frames, type and color of letters (Prastowo, 2013). This can be identified on page 7 and page 8 which raises the theme of the song, then from the typeface used in the song lyrics it is compared to the typeface in books in general, namely using the typeface Bear Metanoia with a size of 18 pt, and there is an obviousness in the text page 8 "Sing the parts marked in blue in a weak

voice, sing the parts marked in red in a strong voice" this shows the obviousness in high and low notes, then there is a frame covering the song lyrics on page 7, also accompanied by the color of the letters in the title of the song. From the discussion above it can be concluded that multimodality in class 1 thematic teaching materials is less visible, from the results the percentages of the two instruments are still low.

The low multimodality in teaching materials is due to several factors, one of which is the orientation of teaching materials which have not yet led to multimodality, although in terms of presentation and packaging of teaching materials it is guided by the characteristics of good teaching materials in terms of material content, presentation and language (Prasetio, 2019). If this can be combined, it will become multimodal teaching materials intended to facilitate communication between teachers and students in conveying material, this is of course in line with multimodal discussions which can make it easier to grasp meaning when communicating, in addition to multimodal applications in learning can be used as a fundamental competency development students (Kosasih, 2020). With the development of multimodality in teaching materials, or in other educational domains, it will help students to provide opportunities for students to think creatively. Furthermore, students are able to carry out various activities in learning by exploring their abilities and being able to find their own knowledge. This is in accordance with the results of relevant research regarding multimodality in learning, that multimodal can streamline learning such as in compiling posters or even multimedia teaching materials, this is because multimodal combines the use of language and images (Kelana, 2019). from the results of other relevant research found the use of multimodal which can assist teachers in communicating during the learning process, so that communication in the learning process can be more effective (Fiteriani et al., 2021).

CONCLUSION

Based on the research that has been carried out Multimodality in Teaching Materials The elementary english book can be concluded that the multimodal content is still too little or not multimodal oriented. From the linguistic metafunction structure that forms or multimodal mode only contains a few percent, such as linguistic, visual, gesture, and spatial modes, there are only 23.73%, while the audio mode is 5.08%, the percentage is calculated from the number of pages containing 14 multimodal forming modes. page, and another 21 pages cannot be called multimodal because no two or more modes make up multimodal. In addition to the metafunctions that have been mentioned, the use of intersemiosis as a multimodal reinforcement in a book or teaching material, from the research results the researchers

only found 29.73% use of ideational meaning, 37.84% use of interpersonal meaning, and 32.43% use of textual meaning. From the results of these conclusions it is hoped that other researchers will conduct research on the development of multimodality in teaching materials so that the communication process in learning is more optimal, with these teaching materials it will increase student creativity in organizing the knowledge contained in each mode of multimodal formation.

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