

**VISUAL METAFUNCTION IN MOVIE POSTERS “THE
KING’S SPEECH” AND “THE FIRST GRADER”**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for
S-1-Degree**

**By:
INTAN PUTRI UTAMI
NPM. 1711040285**

Study Program : English Education



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022/2023**

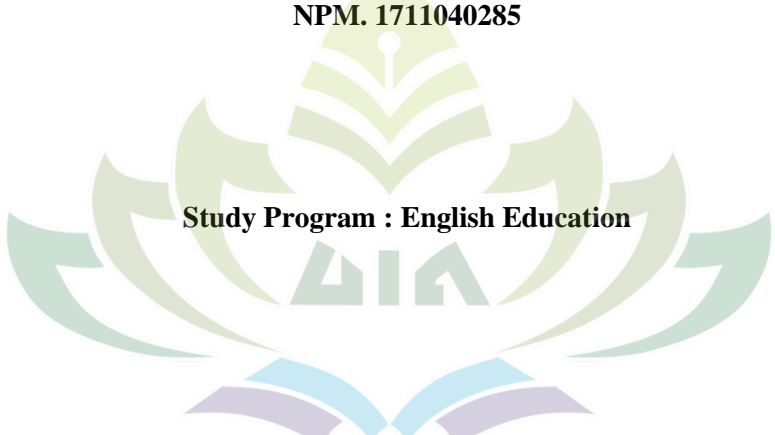
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**Advisor : Dr. Mohammad Muhassin, M. Hum
Co-advisor: Istiqomah Nur Rahmawati, M. Pd**

**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022/2023**

ABSTRACT

Both verbal texts and visual images on the covers work together to make the viewers understand the messages of the posters. If the viewers only see the cover in the form of visual images without any explanations from verbal texts or vice versa, they will get confused and will not understand the real messages of the cover itself. This study was focused on analyzing the visual meaning and intersemiotic in movie posters entitled “The King’s Speech” and “The First Grader”. This study used the descriptive qualitative method to analyze the formulation of the study. This study used theory by Royce and Halliday from Gunther Kress and Theo van to analyze visual and intersemiotic movies. Based on the data findings it can be concluded that the visual meaning of each poster movie entitles “The King’s Speech” and “The First Grader” movie poster. After analysis, it can be concluded that the visual meaning of the king’s speech is to give information to other people about the content of the movie that talked about the struggle of Mr. Albert who wants to speak aloud in front of the public. Meanwhile, the visual meaning of the second poster movie was about the struggle of a teacher and students in reaching their dreams. The intersemiotic that had been found from each poster movie are as follows: the repetition, synonymy, and meronymy by the total 9 data found in the posters.

Keyword: *Metafunction Visual, Movie Poster*

FREE PLAGIARISM LETTER

I hereby declare that this thesis entitled Visual Metafunction in Movie Posters “The King’s Speech” and “The First Grader”, is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung,

2023

Declared by



Intan Putri Utami

NPM. 1711040285



**KEMENTERIAN AGAMA RI
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin, Sukarame, Bandar Lampung Telp. (0721)703260

APPROVAL

This is to testify that the following thesis:

**Title : VISUAL METAFUNCTION IN MOVIE
POSTERS "THE KING'S SPEECH" AND
"THE FIRST GRADER"**

Student's Name : Intan Putri Utami

Student's Number : 1711040285

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be defended at Thesis Defense
of Faculty of Tarbiyah and Teacher Training, Raden Intan State
Islamic University of Lampung

Advisor,

Co-advisor,

Dr. Mohammad Muhassin, M. Hum

Istiqomah Nur Rahmawati, M.Pd

NIP.197708182008011012

**The Chairperson of
English Educational Program**

Dr. Mohammad Muhassin, M. Hum

NIP.197708182008011012



**KEMENTERIAN AGAMA RI
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol Endro Suratmin Sukarame, Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: **VISUAL METAFUNCTION IN MOVIE POSTERS
“THE KING’S SPEECH” AND “THE FIRST GRADER”**, By:
INTAN PUTRI UTAMI, NPM: 1711040285, Study Program: English
Education was tested and defended in the final examination session held
on: **Tuesday, December 27th 2022.**

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd

The Secretary : M. Fikri Nugraha K, M.Pd

The Primary Examiner : Septa Aryanika, M.Pd

The First Co- Examiner : Dr. Mohammad Muhassin, M.Hum

The Second Co- Examiner : Istiqomah Nur Rahmawati, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. H. Sirva Dama, M.Pd
NIP. 19640928198302002

MOTTO

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ

وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

We never sent any messenger except in the language of his people, to make things clear for them. God leads astray whom He wills, and guides whom He wills. He is the Might, the Wise.

(Q.S. Ibrahim: 4)¹

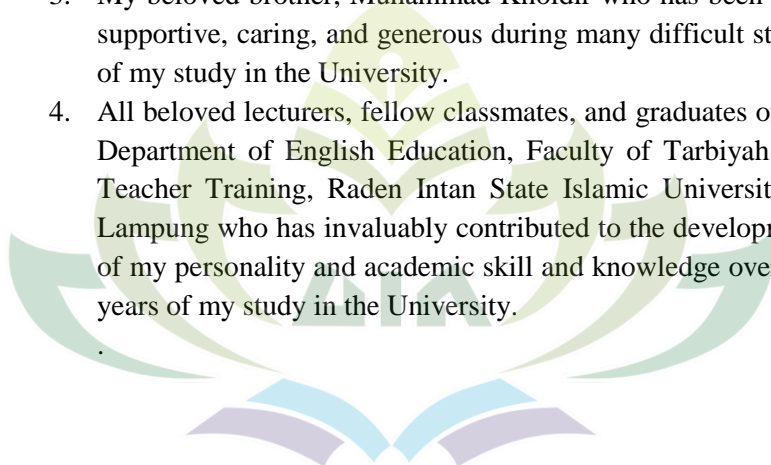


¹A bdullah Yusuf Ali, The Meaning of the Holy Qur'an, (Amana Publication, Maryland,)

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, my father Khoiyari and my mother Mislina Fitri who always provided me with never ending, support, advice, love and keep on praying for my life also in my academic process in order to reach my goals. Therefore, to both of you thank yo so much i am proud to have you by my side.
3. My beloved brother, Muhammad Khoidir who has been very supportive, caring, and generous during many difficult stages of my study in the University.
4. All beloved lecturers, fellow classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the University.



CURRICULUM VITAE

The writer of this thesis is Intan Putri Utami, or famously called by her friends, Intan. She was born on Oktober 19th, 1999 in Bandar Lampung. She lives in Rusaba, Punduh Pedada, Pesawaran, Lampung. She is the first daughter of Mr. Khoiyari and Mrs. Mislina Fitri. She has one brother, her name is Muhammad Khoidir. She began her study at SD Negeri Kota Jawa in 2005 and graduated in 2011. She continued her study at SMP Negeri 2 Punduh Pedada and graduated in 2014. After that, she continued her study at SMA Negeri 1 Punduh Pedada and graduated in 2017. After completing her study in Senior High School, in the same year, she was registered as a student in the English Department of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who was sent to us to enlighten the path of humanity and divine salvation. Secondly, my study at Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and support from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are:

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10. All of people who have supported and pray for the researcher in completion of thesis that cannot mentioned one by one. Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.



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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understanding the title of this research, and to avoid misunderstanding, the researcher feels the need to explain the title of this research. The research title meant is **Visual Metafunction in Movie Posters “The King’s Speech” and “The First Grader”** The description of understanding some of the terms contained in the title of this proposal are as follows:

According to Systemic Functional Grammar, functional bases of grammatical phenomena are divided into three broad areas, called metafunctions: the ideational, the interpersonal, and the textual. In ideational meaning, language is employed to describe, reflect, and understand the world around us, as well as our own experience, which consists of “goings-on, happening, doing, feeling, meaning, and being. Interpersonal meaning is utilized to communicate with people sustain relationships with them, influence other people’s conduct, express our perspectives on things in the world, and elicit change in other people’s perspectives. Textual meaning refers to the notion that language provides a system for transforming a random list of sentences into a live passage by organizing any stretch of written or spoken speech into a unified and comprehensible text.¹ written and spoken texts can be examined concerning each of these metafunctions in analyses of a variety of languages used for a particular purpose or in a particular social setting. Each metafunction has a principal system in the networks for clauses, verbal groups, and nominal groups. Briefly, we can infer that the ideational function is related to giving information, the

¹M. Muhassin, *A MULTIMODAL ANALYSIS OF UMRAH PILGRIMAGE ADVERTISEMENT* (JURNAL EDUCATION AND DEVELOPMENT, http://scholar.google.co.id/citations?user=ZrVeZ_8AAAAJ&hl=en 2022 p.460-461

interpersonal function is related to expressing an opinion through the use of the modality, and the last the textual function is realized through the word order of the sentences, through which the writer orders the message for the reader.²

They are three metafunctions that act simultaneously and systematically not distinctly or independently in a text; in other words, Mood (interpersonal), Transitivity (ideational), and Theme (textual) function interdependently in the language system. A poster is a marketing tool. A film is one of the products that need a poster to advertise on its own. A film poster is a tool for getting the reader's attention and inviting them to watch the film through their artistic image.³ The movie poster serves as a means of informing and convincing people to see the film. It is undeniably the most appropriate medium for piquing people's interests and curiosity. It can also provide essential information about the film.

Therefore, this research was analyzed the movie posters visually. The visual modes of movie posters are analyzed by using visual grammar proposed by Kress and Van Leeuwen in their work reading images. Visual grammar is a theory developed by Kress and Van Leeuwen for understanding visual images. They propose three metafunctions of images: representational, interactive, and compositional meanings. Representational meaning is any semiotic system that has to be able to represent aspects of the experiential world outside its particular system of signs. Compositional meaning is any semiotic system that has to have the capacity to form texts, complexes of signs which cohere both internally and with the context in and for which they were produced Kress & Van Leeuwen. Compositional resources would appear to be: (1) horizontal structure when providing visual information as Given or New, and (2)

² Melva Akmala and Busmin Gurning, *An Analysis of Interpersonal Function in Mario Teguh's Facebook Status* (graduate of Applied Linguistics Department, 2014)

³ Puthi Ade Jasmine, *Verbal and Non-Verbal Signs in Insidious Film Posters* (UIN Sunan Ampel Surabaya, 2020), p.1

vertical structure when presenting visual information as Ideal and Real. Interactive meaning occurs when the creators and viewers of the images offer their own opinions on how the images should be interpreted. When analyzing and interacting, four main variables must be considered: visual contact, the social distance between represented participants and viewers, perspective, and modality. The multimodal analysis is therefore required to comprehend the meaning, which employs and integrates many modes to generate meaning in a multimodal text.⁴

In this analysis, visual grammar is used to analyze the visual modes of Movie Posters “The King’s Speech” and “The First Grader” which are analyzed by revealing the representational meaning, the interactive meaning, the compositional meaning and to know the relationship between the visual elements of the image of the movie posters “The King’s Speech” and “The First Grader”. The theory that will be taken in this study is from Halliday’s systemic functional linguistics theory, Gunther Kress and Theo Van Leeuwen’s reading images visual grammar theory, and Royce’s intersemiotic complementarity theory.

B. Background of the Problem

In this community people like to watch movies, usually starting from seeing the poster, watching the trailer, reading the synopsis, or audience review results. Most people in this world if they want to promote their movie, need words and language correctly. For example, using posters containing a picture of a movie. However, the problem is that many people do not understand or pay attention to the content contained in the movie posters and what language in the movie posters because the movie posters are a communication tool where someone wants to express or persuade the audience to watch their movie.

⁴M. Muhassin, loc.cit. p.461

To make it easier for readers to understand a visual commodity, so that the communication will be well developed. There is a phenomenon called visual metafunction that makes it interesting to study. The movie poster is made interesting because it contains visual elements that are interrelated with one another, so that it attracts the reader's interest to see.

Posters consisted of written and illustrated literature a combination of the two would serve to provide information to the multitude. The information on the poster appeals to the viewer to know the content of the poster. Posters are made with colors that represent the content and display interesting visuals. Movie posters were a poster that was used to promote and advertise a film.

In conclusion, a poster must grab the viewer's attention and convey the content in a matter of seconds. It must pique the reader's interest in doing the required action with a succinct message that packs a punch. Many good movie posters have meaning, but the researcher chose two movie posters that the data was comprehensive, movie posters about education to be analyzed namely "The King's Speech" and "The First Grader", the researcher chose the movie because those the best movie about education which has many moral messages and get awards. The movie poster under study is a box office or best seller movie poster, so it is interesting to watch.

The real-life narrative of King George VI is the basis for the film *The King's Speech*. In the UK, this movie debuted on January 7, 2011. This film was penned by David Seidler and directed by Tom Hooper. *The King's Speech* is an intriguing film because Colin Firth played the role of the younger King George VI in the true-life drama that it depicts. *The King's Speech* was a huge commercial and critical hit. Colin Firth's performance in the film *The King's Speech* garnered numerous nominations and awards; his Golden Globe Award for Best Actor was the only victory at that presentation out of seven nominations. Seven British

Academy Film Awards were given to *The King's Speech*, including Best Picture, Best Actor (Firth), Best Supporting Actor (Rush), and Best Supporting Actress (Bonham Carter). Additionally, the movie received four Academy Award nominations for Best Picture, Best Director (Hooper), Best Actor (Firth), and Best Original Screenplay (Seidler).⁵

The King's Speech film is a historical drama film about King George VI, the British king who suffer from stuttering. The film is based on a true story when the king must address the declaration of war in 1939. To overcome their shortcomings, King George also underwent therapy to speak with a therapist from Australia, Lionel Logue. This film is called a good film to learn English because someone who has speech problems, can learn how to pronounce and pronunciation in English. The story of "*The King's Speech*", this film has many moral messages that are regarding the value of education, enthusiasm not to give up on learning, self-and confidence is very important especially when public speaking that we must be able to eliminate doubts in our lives.⁶

The First Grader film synopsis is about a grandfather's struggle to have an elementary school education with children, this educational biographical film set in Kenya was written by Ann Peacock and directed by Justin Chadwick. This film produced by BBC Films was released in 2010. Starring actors Oliver Litondo and Naomi Harris, *The First Grader* has won 18 awards. One of them is Outstanding Writing in a Motion Picture (Theatrical or Television) from the National Association for the Advancement of Colored People (NAACP).⁷

This film is about an 84-year-old man who insists on attending primary school when the Kenyan government

⁵*THE KING'S SPEECH Wins Big at the British Independent Film Awards.*
<https://collider.com> by Matt Goldberg published in 2010

⁶ *Review film "The King Speech.com.* <https://ilmukomunikasi.fph.ummg1.ac.id> by M. Reza Ariski (Ilkom 2019)

⁷*The First Grader (2010).* <https://m.imdb.com> by Red-125 published in 2011

announces that there is free education for all. The First Grader is about an elderly man who wants to be educated. His action provokes debate within the viewer, as we have to decide on how to interpret the Kenyan government's promise, ethical issues, effective allocation of public resources, and opportunity costs. This topic is already very interesting and intellectually stimulating. The story of "The First Grader" brings the audience to explore the socio-political conditions in Kenya and increases awareness of the right to education and that it's never too late to learn.⁸

This analysis is supported by some theories which are, Halliday's systemic functional linguistics theory, Gunther Kress and Theo Van Leeuwen's reading images of the grammar of visual design theory, and Royce's intersemiotic complementarity theory. Systemic functional linguistics theory (SFL) from Halliday is used to analyze meanings in language text (verbal), visual grammar theory from Kress & Van Leeuwen is used to analyze images (visual) on posters, and Royce's intersemiotic complementarity theory is used to understand the relationship between language texts and images (visual and verbal).

Many theories state about visual grammar because visual grammar analyzes visual mood in movie posters, but the researcher only focuses on Gunther Kress and Theo Van Leeuwen because this research analyzes the meaning of what appears in the movie posters visually and how they relate to the visual elements in the movie posters. The researcher hopes this research can enrich the knowledge in linguistics, especially in the field of grammar of visual design.

The theory that plays a role in the placement of images is called visual grammar. It means two images appear on the cover, advertisement, poster, brochure, and so on to attract people to read. Kress and Van Leeuwen have developed the theory about visual grammar from Halliday's

⁸Reviews: *The First Grader*. <https://m.imdb.com> by bewan87 published in 2012

theory which is known as systemic functional linguistics. Halliday stated that Systemic-Functional Linguistics is an approach to linguistics that considers language as a social semiotic system.⁹ Kress and Van Leeuwen adopted the theory of visual grammar from Michael Halliday regarding the theoretical notion of a metafunction. There are three metafunctions based on Michael Halliday, ideational, interpersonal, and textual. From that theory, Kress and Van Leeuwen used different terms in the same subjects. They divided ideational to be representational meaning, interpersonal to be interactive meaning, and textual to be compositional meaning.¹⁰ Furthermore, Royce's intersemiotic complementarity theory is used to understand the relationship between language texts and images (visual and verbal) contained in the movie posters "The King's Speech" and "The First Grader".

The urgency did this research is many people do not understand the content contained in the movie posters and what language is in the movie posters because the movie posters are a communication tool where someone wants to express or persuade the audience to watch their movie. The result of this research is supposed to give knowledge about meaning and relations between visual elements of images that can enrich the knowledge in linguistics, especially in the field of the grammar of visual design. It can also enrich the knowledge of the language that is represented to persuade the people in movie posters "The King's Speech" and "The First Grader".

In this research, the researcher is interested to conduct the research to look for the use of visual metafunction. There are several researchers who have conducted the research about visual metafunction. Dealing

⁹M. A. K. Halliday, *Language as social semiotic: The social interpretation of language and meaning* (London: Edward Arnold, 1978)

¹⁰G Kress, & T Van Leeuwen, *Reading Images: The Grammar of Visual Design* (New York: Routledge, 1996)

with this research, the researcher takes some relevant researches which have been investigated. The first is researcher is Annisa Eka Putri, Nurochmanin 2021 with the title “Semiotic Analysis in to All the Boys Trilogy Movie Posters”. The aims of this research are to find out semiotic signs that exists on To All the Boys trilogy movie posters and to describe the significance that displayed on the verbal and visual signs in To All The Boys trilogy movie posters. From the analysis that has been carried out, First, the writer found two kinds of signs namely verbal and visual sign in the object of the research. Second, the verbal sign is shown through the ads line, movie title, movie distributor, tagline, release date, and movie logo.

The second research by Shella Puspita Dewi, Khristianto in 2022 with the title “The Interactive Meaning of a Movie Poster: a Multimodality of Spiderman: No Way Home”. This study aims to disclose the interpersonal meaning in movie posters. This is a semiotic study, applying Royce's (2001) intersemiotic complementarity framework. It is to analyze visual and verbal codes in the posters. Based on the analysis, it can be concluded that the visual and verbal elements in the poster complement each other to evoke a single meaning unity.

The third research is Li Yin and Hanita Hasan, in 2021 with the title “Multimodal Discourse Analysis of the Movie Poster *Little Big Soldier*” This paper discusses the findings of multimodal discourse analysis by Kress & Van Leeuwen carried out on a movie poster *Little Big Soldier*, of which the aims are, among others, to reveal how verbal and visual signs work together as social signs to interpret the representational, interactional and compositional meanings. Based on the analysis, it can be concluded the movie poster of little big soldier consist of images, text, colors, fonts and other symbols; each mode has a kind of meaning expression. Through the analysis of representation, interaction and composition, it can be seen that the poster is

concise in text and vivid in image. Words and images work together in the construction of meaning, which not only shows the theme of the film, but also stimulates the interest of the audience.

The last research by Muhammad Abduh Luthfi Siregar, T. Silvana Sinarin 2021 with the title “Visual Metafunction in Cigarette A Mild Advertisements: A multimodal analysis”. This study attempted to analyze the different semiotic resources used by A Mild, a giant Indonesian cigarette brand from Sampoerna, and to realize how these resources convey interpretations and messages in their billboard ads. The findings revealed that A Mild designed their billboard advertisements to create movements as to affect the viewer’s emotion through the implicit use of representational features that utilized processes like narrative and conceptual, interactive features. They are realized in the gaze, power, social distance, and modality.

In this study, the researcher looks for the use of visual metafunction of the movie posters “The King’s Speech and “The First Grader” exactly in the representational meaning, interactive meaning, compositional meaning and intersemiotic complementarity. Actually, there is resemblance between the previous researches with this research. The researcher become motivated to investigate this research because it is inevitably limited and different from the previous researches based on two reasons. First, the object of this research is the movie posters of posters “The King’s Speech and “The First Grader” because those the best movie about education which has many moral messages and get awards. The movie poster under study is a box office or best seller movie poster, so it is interesting to watch. The second reason is the researcher seek the representational meaning, interactive meaning, and compositional meaning which argued by Kress and van Leeuwen and intersemiotic

complementarity which argued by Royce. So, based on the explanation above, the researcher is really motivated to conduct a research entitled “VISUAL METAFUNCTION IN MOVIE POSTERS “THE KING’S SPEECH” AND “THE FIRST GRADER””.

C. Focus and Sub focus of the Research

Based on the background of the problem above, this research focuses on Visual Metafunction in Movie Posters “The King’s Speech” and “The First Grader”. Meanwhile sub focuses on investigating the theory of representational meaning, interactive meaning, and compositional meaning suggested by Kress & van Leeuwen and intersemiotic complementarity suggested by Royce that is realized in some pictures of movie posters “The King’s Speech” and “The First Grader”.

Many aspects was analyzed from movie posters, but the researcher specified the problem only about finding out the meaning of what is contained in the visual images of movie posters of “The King’s Speech” and “The First Grader” and knowing the relationship between the visual elements of the image movie posters “The King’s Speech” and “The First Grader”. The researcher was taken one picture of the movie poster “The King’s Speech” and one picture of the movie poster “The First Grader” so that the data are comprehensive.

D. Formulation of the Problem

The formulation of the problem in this research are:

1. What are the meanings of visual image movie posters of “The King’s Speech” and “The First Grader”?
2. What is the relationship between the visual elements of the image movie posters “The King’s Speech” and “The First Grader”?

E. Objective of the Research

Based on the formulation above, the objectives of this research are as follows:

1. To find out the meaning of what is contained in the visual image movie posters of “The King’s Speech” and “The First Grader”
2. To know the relationship between the visual elements of the image movie posters “The King’s Speech” and “The First Grader”

F. Significance of the Research

Hopefully, the result of this research brought some benefits to the theoretical and practical meaning.

a. Theoretical

The theoretical background in this research can add new knowledge of the theories of systemic functional linguistics, reading images the grammar of visual design, and intersemiotic complementarity. The result of this research is supposed to give knowledge about visual meanings and relations between visual elements of images that can enrich the knowledge in linguistics, especially in the field of the grammar of visual design. It can also enrich the knowledge of the language that is represented to persuade the people in movie posters “The King’s Speech” and “The First Grader”.

b. Practical

This research gives the contribution to the following parties such as:

1. For the readers, the researcher hopes they have quite an understanding of describing the meanings found in the visual image and the relationship between visual elements of the image from movie posters “The King’s Speech” and “The First Grader”.

2. For English teachers, must also understand that the ultimate goal of teaching materials is for a student to be skilled in language, whether it's listening, speaking, reading, or writing.
3. For students, the researcher hopes that this study can be useful and help the students to give some knowledge about reading images.
4. For movie poster makers, movie posters encompass the whole message and feel of the movie, arousing the audience's curiosity and leading more people to the theaters. We can thus easily state, movie posters are more than just promotional material, but rather the primary design element that captures a viewer's attention.
5. For the audience, the audience is easier to understand the moral messages in the film "The King's Speech" and "The First Grader".

G. Relevant Research

Some relevant studies have a relationship with this research, (Hidayat et al., 2018) in the *International Journal of English Education* entitled "A Multimodal Discourse Analysis of the Interpersonal Meaning of a Television Advertisement in Indonesia. This study discusses the interpersonal meaning of speech, music, movement, image, and color. The study aimed to give some contributions to social semiotics studies, television, or video advertisement.

Another research is done by (Wang and Zhang, 2017) "A multimodal Discourse Analysis of a Propaganda Image-Taking the Official Homepage of One Belt and One Road Economic and Cultural Development center as an Example" This paper applies Kress & Van Leeuwen's Visual Grammar theoretical framework, The three aspects are Representational, Interactive, and Compositional function. The paper gives a

specific analysis of how different semiotic resources work together to produce an integrated meaning system.

The research is also conducted by (Guo and Feng, 2017) *Journal of Arts & Humanities*, School of Foreign Languages, North China Electric Power University entitled “A multimodal Discourse Analysis of Advertisements-Based on Visual Grammar.” This paper analyzes the 2014 Brazil World Cup advertisements from the perspective of representational meaning, interactive meaning, and compositional meaning, this research means to prove that different modes within an advertisement depend on each other and have an interdependent relationship. And these relationships have different roles in different contexts.

The research is also analyzed by (Simarmata and Lestari, 2020) in the *English Teaching and Linguistics Journal (ETLJ)* with the title *Multimodal Analysis of “The Pucuk Harum”*. This study discusses the compositional meaning of soft drink advertisements from Mayora producers of food products. This advertisement shows a multimodal analysis that can see from the description of the information of The Pucuk Harum soft drink and also the visual design it. The Pucuk Harum advertisement is successful to attract the audience’s attention.

The research is also conducted by (Li Yin and Hanita Hassan, 2021) *International Journal of Languages, Literature, and Linguistics* entitled “Multimodal Discourse Analysis of the Movie Poster Little Big Soldier. In this research, based on Halliday’s three meta-functions, Kress & Van Leeuwen studied the relationship between modes and media, specifically discussed the phenomenon of regular representations of meaning in multi-modes, elaborated the multimodality to create a theoretical basis for image analysis, and analyzed the visual grammar framework, namely representational meaning, interactional meaning, and compositional meaning.

The multimodal theory focuses on the combination of text, image, perspective, color, light, shade, etc. In the analysis of movie posters, several modes jointly construct the theme so that the audience can understand its representations. This research uses qualitative research by multimodal discourse analysis to understand the representing, interactional, and compositional meanings contained in the movie poster *Little Big Soldier*.

The research is also analyzed by (Yunru Chen and Xiaofang Gao, 2014) International Conference on Education, Language, Art, and Intercultural Communication (ICELANDIC) entitled “Interpretation of the Representational Meaning of Movie Posters from the Perspective of Multimodal Discourse Analysis. In this research, the study of discourse analysis goes beyond language itself by incorporating other semiotic resources such as image, sound, and animation into its scope. Considering language as a social semiotic and meaning potential, Systemic Functional Linguistics provides a theoretical foundation for multimodal discourse analysis (MDA). The conclusion of the result of the research is First, every dimension of representational meaning is illustrated adequately by examples of six movie posters with distinctive features. Secondly, a systemic and comprehensive explanation is given of how semiotic tools function jointly in realizing the representational meaning of a movie poster. Thirdly, it is proved that the representational meaning reveals the internal relations of the represented visual elements of movie posters.

Based on previous research, the similarity of the research are most researchers use a descriptive qualitative method and most other researchers use Halliday’s systemic functional linguistics theory and Kress and Van Leeuwen’s visual grammar theory to analyze visual meanings on movie posters, in this research, the researcher will be used Halliday’s systemic functional linguistics theory and Kress and Van Leeuwen’s visual grammar theory to analyze the data of

visual meanings on movie posters because from some previous research above most of the researcher easier to used Halliday Systemic Functional Linguistics theory and Kress and Van Leeuwen's visual grammar theory. The difference from some previous research above, the researcher will use systemic functional linguistic theory, visual grammar theory, and intersemiotic complementarity theory simultaneously. Thus, in this research, the researcher will be analyzed Systemic Functional Linguistic theory, visual grammar theory, and intersemiotic complementarity on movie posters "The King's Speech" and "The First Grader".

H. Research Method

1. Research Design

This research is a qualitative research which belongs to descriptive qualitative because the result will be presented by description rather than numbers. Meanwhile, the goal of descriptive qualitative research is to describe a phenomenon and its characteristics. This research was used descriptive qualitative to find out and described visual meanings and know the relationship between the visual elements of the image on movie posters "The King's Speech" and "The First Grader".

2. Setting of the Research

The First Grader Movie Poster <http://www.impawards.com> and "The King's Speech" movie posters will serve as the study's data sources. "The King's Speech" (2010) <https://www.goldposter.com> was provided one image from "The King's Speech" and "The First Grader" movie posters, respectively.

3. Research Subject

The subject of the research is systemic functional linguistics, reading images the grammar of visual design

theory, and intersemiotic complementarity theory. The researcher was used this theory to analyzed the data from movie posters “The King’s Speech” and “The First Grader”.The theory of SFL focuses on Halliday’s SFL theory, Gunther Kress and Theo Van Leeuwen’s reading images theory, and Royce’s intersemiotic complementarity theory.

4. Research Object

The researcher was used a descriptive qualitative method to analyzed the object of the research, such as movie posters “The King’s Speech” and “The First Grader”. The researcher will choose “The King’s Speech” and “The First Grader” movie poster because those are the best movie about education which has many moral messages and received awards. The King’s Speech film is a historical drama film about King George VI, the British king who suffered from stuttering. The film is based on a true story when the king must address the declaration of war in 1939.The First Grader is about an elderly man who wants to be educated. His action provokes debate within the viewer, as we have to decide on how to interpret the Kenyan government’s promise, ethical issues, effective allocation of public resources, and opportunity costs.

5. Data Collecting Technique

The technique of collecting data will be conducted as follows:

1. The data was downloaded from the Internet (“The King’s Speech” (2010) <https://www.goldposter.com>)and (“The First Grader” Movie Poster <http://www.impawards.com>)

2. The researcher was taken one picture from “The King’s Speech” and one picture from “The First Grader” movie posters, respectively.
3. After collecting the data, the researcher was analyzed the data by using Halliday’s systemic functional linguistics theory, Gunther Kress and Theo Van Leeuwen’s reading images of the grammar of visual design theory, and Royce’s intersemiotic complementarity theory.

6. Research Instrument

To obtain data, the researcher employs some sort of tool. According to Arikunto, a tool is utilized by researchers to assist them in gathering data more systematically and conveniently.¹¹ Human subjects will serve as the research instrument. The principal instrument in this study is the researcher.

Planning the research, gathering and analyzing the data, making an interpretation, and lastly reporting the findings are the researcher's primary responsibilities. As a human instrument, the role of the qualitative researcher is to identify the research's focus, choose informants as data sources, gather data, assess its quality, and then interpret it.¹²

Journals, articles, books, and computers are secondary tools. Information about pertinent theories is gathered using books, journals, and articles. In the meantime, the data is entered into the computer to create the final research report. As the principal investigator in a qualitative study, you are responsible for carrying out the entire process, from data collection and analysis to concluding the findings. Numerous instruments, such as

¹¹Suharsimi Arikunto, *Manajemen Penelitian*. (Jakarta: Rineka Cipta, 2000)

¹²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, and R&D*. (Bandung: Alfabeta. 2010) p. 306

observation, survey questionnaires, and others for conducting the survey, are not used in this study as they are in most others. "The King's Speech and "The First Grader" movie posters are the exclusive topic of this study as a result.

7. Data Analysis

The researcher used the interactive model of data analysis proposed by Miles, Huberman, and Saldana, as illustrated below:¹³

a. Data Condensation

According to Miles, Huberman, and Saldana, data condensation is the process of choosing, concentrating, simplifying, abstracting, and altering the data that are included in the whole corpus (body) of written-up field notes, interview transcripts, papers, and other empirical materials. To arrive at and confirm "final" conclusions, data is condensed, sorted, concentrated, rejected, and organized in a process known as data condensation. Data condensation happens frequently during any qualitative investigation that is realistic. The data that was gathered as a result was more substantial. In this study, data condensation was carried out by grouping the gathered information into cognitive levels.

b. Data Display

Data display comes after data condensation as the next type of data analysis. To analyze this research, the researcher controls the data, codes it, and organizes it. The researcher performs certain data analysis activities at the outset of the data display. First, Halliday, Kress, and van Leeuwen's hypotheses are used to assess the visual data. The

¹³M.B.Miles, A.M.Huberman & Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook, Edition 3.* (Arizona State University, 2014) p.31-32

analysis of the visual meanings in movie posters is broken down into three categories: representational, interactive, and compositional meaning in the movie posters for "The First Grader" and "The King's Speech."

Second, to address the second phrasing of the problem, the researcher also implements Royce's idea of intersemiotic complementarity. The meaning relationships between the verbal and visual modes in the data are analyzed and described using this theory. Six categorized experiential metafunctions make up the intersemiotic complementarity theory. They are repetition, synonymy, antonymy, meronymy, hyponymy, and collocation.

c. Conclusion Drawing / Verifications

The final category of data analysis is verifications or conclusion drawing. After creating a data display, the researcher will be able to draw conclusions and perform verifications based on the study's goals. It indicates that after the researcher receives the data from the data display, the following stage is to make conclusions or conduct verifications based on the research's goals. The data that have been generally described are condensed. This means that the researcher clearly explains the outcome in this stage before coming to a conclusion or verifying the outcome.

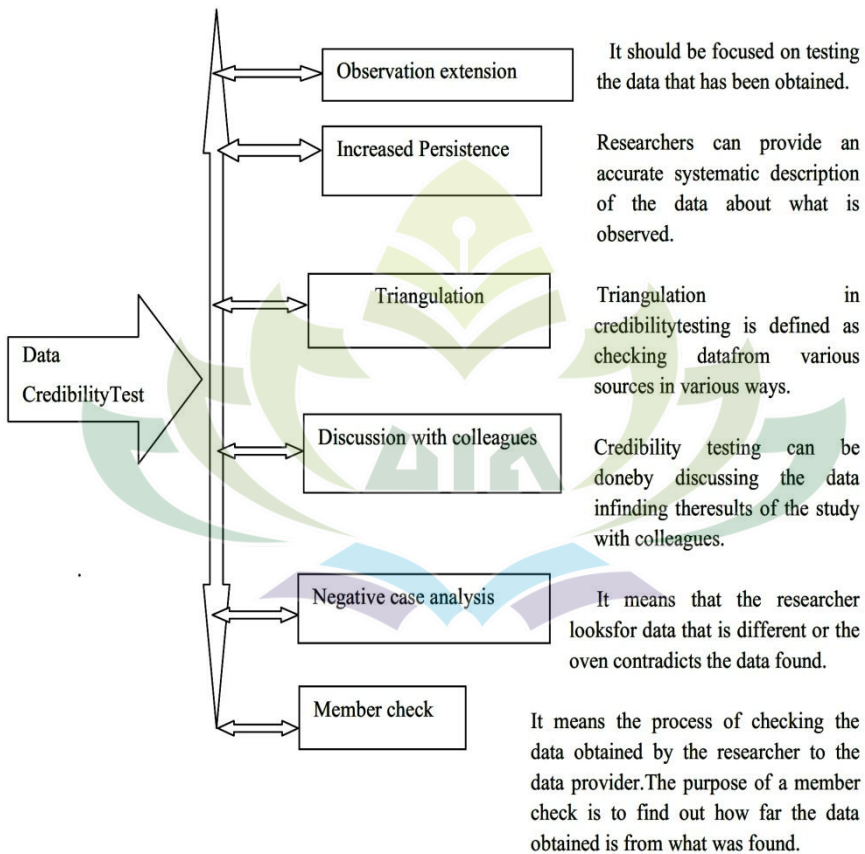
8. Trustworthiness of the Data

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods use to ensure the quality of a study. Trustworthiness is one-way researchers can persuade themselves and readers that their research findings are worthy of attention. The researcher uses criteria by Guba and Lincoln in this

research data. These criteria include credibility, transferability, dependability, and confirmability.¹⁴

a. Credibility

Tests for data credibility or trust in qualitative research data are carried out by extending observations, increasing persistence in research, triangulation, discussions with colleagues, negative case analysis, and member checks.



b. Transferability

This transfer value relates to the question so that the research results can be applied or used in other

¹⁴Yvonna S., Lincoln & Egon G., Guba, *Naturalistic Inquiry*. Beverly hills, (London: SAGE Publications, Inc. 6, 1985), p. 301-327

situations. For others to understand the results of qualitative research, the report must provide a detailed, clear, systematic, and reliable description.

c. Dependability

In qualitative research, dependability is carried out by conducting an audit of the entire research process. It often happens that researchers do not get the research process into the field but can provide data. This research needs to be tested for dependability.

d. Confirmability

Qualitative research is subjective, therefore, to be more objective, it is necessary to test objectivity or the so-called confirmability test. The confirmability test is similar to the dependability test, so the tests can be carried out simultaneously. Testing confirmability means testing the results of research, related to the process carried out. If the research results are a function of the research process carried out, then the research has met the confirmability standard.

In this study, the researcher uses confirmability to test whether the data finding is valid or not. Confirmability is the criteria for assessing the quality of research results. This is done by discussing the results of the research with people who do not participate and are not interested in research with the aim that the results obtained are more objective. To find out whether the data is valid or not, the researcher will ask experts or qualified lecturers. Therefore, the researcher will ask Mr. Susanto, S.S., M. Hum., M.A., Ph.D. to confirm the validity of the data results.

I. Systematics of the Discussion

This research is expected to know what the meanings in the visual image are and what is the relationship between the visual elements of the image. The investigation of

meaning and relations between visual elements of images can enrich the knowledge in linguistics, especially in the field of the grammar of visual design. It can also enrich the knowledge of the language that is represented to persuade the people in movie posters “The King’s Speech” and “The First Grader”.

To obtain a systematic discussion, the researcher needs to arrange a systemic in such a way that it can show good research results. The researcher will describe the writing systematic as follow:

The first chapter is an introductory part that contains title confirmation, the background of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, significance of the research, relevant research, research method, and systematics of the discussion.

The second chapter, in this chapter, contains the theoretical basis in the form of a description of the theories referenced from the literature or the result of previous research used as an explanation and ends in the construction of the theory proposed by the researcher.

The third chapter, in this chapter, contains a general description of the object and Facts and Data Display. The fourth chapter, this chapter contains the research data and research findings. It presents all the data obtained along with the result of the data analysis with the interpretation of the data.

Then the fifth chapter, this chapter contains the conclusion and recommendations of the research. It presents what can be concluded from the result of the study and provides recommendations related to the conclusion.

CHAPTER II

REVIEW OF LITERATURE

A. Systemic Functional Linguistic

Systemic Functional Linguistics (SFL) was developed by Michael Halliday during the 1960s in the UK and then in Australia. SFL is considered a chief force in world linguistics, although it has only a short history. SFL is also considered an influential tradition in the autistic study because it reflects the trend in linguistics development. In addition, it provides an innovative value from functionalism and is a useful tool for those who wish to analyze texts.

SFL is a widespread approach to analyzing language concerning its functional meaning.¹⁵ Systemic functional linguistics (often abbreviated to SFL) is increasingly recognized as a very useful descriptive and interpretive framework for viewing language as a strategic, meaning-making resource.¹⁶ It means SFL is a linguistic approach aimed at understanding how a text forms its meaning in a context.

According to Systemic theory, a clause can be viewed as realizing several layers of meaning into a single linguistic constituent. The most important way to classify these layers is by referring to three metafunctions that language satisfies: ideational, interpersonal, and textual. Each of the three metafunctions is about different aspects of the world and is concerned with a different mode of the meaning of clauses.¹⁷ Significance is the effort of Michael Halliday in the constructs of linguistics terminology and applications.

¹⁵ Mehwis Noor, Moazzam Ali, Fakhrah Muhabat, Bahram Kazemian, *Systemic Functional Linguistics Mood Analysis of the Last Adress of the Holy Prophet* (International Journal of Language and Linguistics. Vol.3 No.5. 2015). p.1

¹⁶ Suzanne Eggins, *An Introduction to Systemic Functional Linguistics: Second Edition* (London, 2004). p.1-2

¹⁷ Hala K. Najim, *A Systemic Approach to the Study of the Clause as Exchange in Imperative and Exclamative Clauses in English and Arabic* (Academic Scientific Journal. Iraqi. 2008). p.8

Halliday's insightful thoughts motivate Ravelli to argue that one of the most exciting features of the systemic functional theory (henceforth: SFT), is the extent to which one can say relevant and useful things about what is happening in language, that is, the extent to which you can do something with analysis.¹⁸

The ideational metafunction is about the natural world in the broadest sense, including our consciousness, and is concerned with clauses as representations. Meaning, here, is most clearly related to the transitivity systems. The interpersonal metafunction is about the social world, especially the relationship between the speaker and the hearer, and is concerned with clauses as exchange. The mood in this sense is concerned with the speaker's roles (questioning, stating, commanding) and related to the mood system. The textual metafunction. However, the verbal world, especially the flow of information in a text, and concerned with clauses as messages. The message, in this sense, is concerned with the distribution of information points and is related to the theme system.

Each function of the clause belongs to one of these three metafunctions. The transitivity system belongs to the ideational metafunction. The mood system belongs to the interpersonal metafunction, and the Theme system belongs to the textual metafunction. This explains why each function can be independently studied from the other. Systemic functional linguistics (SFL), as its name implies, focuses on the functions of language. The system part of the name has to do with how these functions are organized. The theory of SFL was developed originally by Michael Halliday in the late 1950s and early 1960s.¹⁹

¹⁸ Taofeek Dalamu, *Systemic Functional Theory: A Pickax of Textual Investigation* (International Journal of Applied Linguistics & English Literature. Vol 6 No. 3. 2017). p.187

¹⁹ Lise Fontaine, *Analysing English Grammar: A Systemic-Functional Introduction* (Cardiff University, 2013) p.4-5

Furthermore, Eggins describes the SFL model and proposes that human language has evolved to make three generalized kinds of meanings; they are Experiential meanings (clause as representation), Interpersonal meanings (clause as the exchange), and Textual meanings (clause as message).²⁰

B. Grammar Visual Design

Kress and Van Leeuwen explained Grammar Visual Design and described three metafunctions in analyzing multimodality. This concept is adopted from the idea of Systemic Functional Linguistic by Halliday.²¹ Three metafunctions consist of ideational metafunction, Interpersonal metafunction, and textual metafunction.

1. Ideational Metafunction

Ideational metafunction is describing objects, places, things, or people. Here, the ideational metafunction sees how objects or represented participants connected with other objects. Ideational metafunction introduced two concepts, which are the narrative process and participants. The narrative process explains the action of the participants in any pictures. Moreover, the actional process and reactional process are included and become the main kinds of the narrative process. There are two participants in the image. The first is represented participants as the primary object in the image. The second is an interactive participant in the object as a viewer that was looking at represented participants.

²⁰ Suzanne Eggins, *An Introduction to Systemic Functional Linguistic: Second Edition* (London, 2004) p.58-59

²¹ Halliday Matthiessen, *An Introduction to Functional Grammar, Third Edition* (London; New York: Oxford University Press, 2004).

Another aspect that is also important is color. Different colors will bring different meanings.²²

2. Interpersonal Metafunction

Interpersonal metafunction has contained the function of social interaction. This metafunction brings the view of the social relation between producers, audience, and existing object, Kress and Van Leeuwen divided interpersonal metafunction into five aspects.²³ Those are verbal mode, gaze, color, distance, and angle. Verbal modes on the Kress and Van Leeuwen analysis are according to the speech role principle by Halliday and Matthiessen.²⁴ Gaze is divided into two types, which are demand gaze and offer gaze. Moreover, color in this metafunction, color is an aspect that shows the color acts. Then, in the distance (camera shot), there are some types of camera shots they are close-up shots, medium shots, and long shots. The last perspective is the angle of the camera. In interpersonal metafunction, we look at how relationships are created between the maker, the viewer, and the object in the image.²⁵

3. Textual Metafunction

Textual metafunction is about the arrangement of meaning in image construction. The difference in the composition of construction will possibly make different textual meanings and also the information value. In textual metafunction, Kress and Van Leeuwen offer the two possible arrangements of the image, which are

²²G Kress and T Van Leeuwen, *Reading Images: The Grammar of Visual Design* (Routledge, 2006). p.42

²³G Kress and T Van Leeuwen op.cit. p.88

²⁴Matthiessen, op.cit. p.325

²⁵Kress and Leeuwen, loc.cit

horizontal axes, and vertical axes.²⁶ In horizontal axes, there are three kinds of image placements in the image. The first is given which means the image on the left side of an image. The second is the center position which means the image is in the middle of the image. The last is a new position which means the image on the right side of the picture.

Moreover, in the vertical axes explain, there are three possible placements of elements. The first is top is, which means showing the point of idealized or generalized information. The second is the bottom zone, which means illustrating more specific information. The last center is the margin, which means it shows something to be presented as the primary information in which all the elements are in some sense.

Proposed by Kress and Van Leeuwen in 1996, the framework of visual grammar is based on the contribution of the former semiotic school's findings which are originally used to illustrate linguistic texts.²⁷ Halliday sees language as a semiotic mode that represents three metafunctions: the ideational metafunction, the interpersonal metafunction, and the textual metafunction.²⁸ Based on Halliday's theory, Kress and Van Leeuwen use different terms for the same subjects: representational instead of ideational; interactive instead of interpersonal; and compositional instead of textual.

The representational meaning deals with the way images represent the relations between represented participants in the picture. It is divided into narrative representation and conceptual representation, and narrative representation can be further categorized into

²⁶Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, p.87

²⁷G Kress, & T Van Leeuwen, *Reading Images: The Grammar of Visual Design* (New York: Routledge, 1996)

²⁸M. A. K Halliday, *An Introduction to Functional Grammar (1 st ed.)*. (London: Edward Arnold. 1985)

action process, reaction process, and speech and mental process, which are referred to as the six processes in Halliday's Transitivity system. The action process is similar to the material process in SFL, and the reaction process and verbal and mental process to the verbal and mental process. While narrative representation presents unfolding actions and events, processes of change, and transitory spatial arrangements, conceptual representation represents participants in terms of their more generalized and more or less stable and timeless essence, in terms of class, structure, or meaning.²⁹

The interactive meaning is mainly about the social relations between interactants and the evaluative orientations that participants adopt towards each other and to the world represented by the text. Its realization relies on four elements, namely contact, social distance, attitude, and modality. Contact, which discusses the demand or offers relation between represented participant and viewer, conveys meaning through 'demands' and 'offers', which is related to Halliday's description of four 'speech acts'. Social distance represents social relations between the producer, the viewer, and the represented participant, which is realized by the size of the frame. Attitude, which classifies images into subjective and objective ones, is deemed naturally neutral yet altered by angles. Modality, which comes from linguistics and refers to the truth value or credibility of (linguistically realized) statements about the world, explores the role of modality markers including color saturation, color differentiation, color modulation, etc.³⁰

The compositional meaning relates the representational and interactive meanings of the image to

²⁹G Kress, & T Van Leeuwen, *Reading Images: The Grammar of Visual Design* (New York: Routledge, 2006). p.79

³⁰G Kress, & T Van Leeuwen, *Reading Images: The Grammar of Visual Design* (New York: Routledge, 2006). p.155

each other through three interrelated systems, the three principles of composition are information value, salience, and framing. Information value studies the placement of elements and their values attached accordingly, with the left and right arrangement representing given and new information, the top and bottom arrangement resemble ideal and real information, and the center and margin arrangement is also discussed in respect of cultural context.

Saliency refers to how a hierarchy of importance among the elements is created through variations in size, sharpness of focus, tonal contrast, etc. Framing discusses the relationship between the degree of connectedness and the significance of individuality or differentiation.³¹

C. Intersemiotic Complementarity

Intersemiosis analysis is used to finish this study to comprehend how verbal texts and visual images interact under Royce's paradigm for intersemiosis complementarity. This framework serves as an illustration of the realization that verbal and visual modes collaborate and complement one another semiotically to create a single textual phenomenon in a page-based multimodal text. Ascertaining who or what is in the visual frame, what action is being performed, and what those acts signify circumstantially in light of the larger context of the circumstance is the first stage. As a basis for comparing the texts associated with the visuals, what is observed in the visual frame is then classified based on the symbolic qualities. The data's visual images and verbal sentences' meaning relationships are:³²

³¹G Kress, & T Van Leeuwen, op.cit. p.177

³²Yusnita Febrianti, *Multimodal Discourse Analysis in Indonesian Print Advertisements Language Policy and Planning: What are the Issues?*, November 20-21, UKSW.2013 p.303

Table 1.1 Intersemiotic Complementarity for Experiential Metafunction

Intersemiotic Complementarity for Experiential Metafunction
<ul style="list-style-type: none"> • Repetition (R), Repeated ideational experiential meaning. • Synonymy (S), or an experiential meaning that is the same as or similar, • Antonymy (A), The opposite experiential connotation. • Meronymy (M), or the relationship between a thing's part and whole. • Hyponymy (H), The relationship between a broad class of anything and its subclasses. • Collocation (C), Expectation of a high possibility of co-occurring in a field or topic area.

The experience meaning of the two lexical elements is the same or nearly the same in intersemiotic synonymy, and they can frequently be employed interchangeably. This is demonstrated by the similarities between the business and trade cycles, between stocks, equities, and shares, and between various definitions of market structure like "perfect competition" and "pure competition." According to Intersemiotic Antonymy, the two lexical elements' experiential meaning is one of opposition, such as between long and short term, increasing and declining returns to scale, and the opposition between the customer and seller.

In intersemiotic hyponymy, the cohesive relationships between a general class (referred to as the Superordinate) and its subclasses (referred to as the Hyponyms and Co-hyponyms), as well as vice versa, are classified. A characterization of the cohesive relationships between something's entirety (referred to as the superordinate) and its component pieces is known as meronymy (termed the

meronyms and co-meronyms). In this study, intersemiotic collocation refers to the classification of lexical relationships between items that, while not necessarily entailing the semantic relationships discussed above, such as meronymy or hyponymy, etc., do, generally speaking, tend to co-occur as collocates in texts of various kinds and fields.

This category can be described as the relationship (or association) between lexical items that frequently occur together as a result of the specific way the register variable field is set up. The strength of this relationship will change depending on the specific content. For instance, the word cutting may imply phrases like secateurs, shoots, and offcuts in a work about rose gardens, budget, expenditure, and debts in a text about economics, or scenes, cameras, and lights in a text about movies. As a result, one aspect of the collocational relationship an expectancy relationship occurs between the lexical items.

D. Multimodal

Multimodality is the terminology used to refer to the way people communicate using different modes at the same time.³³ A multimodal text is concerned with texts that contain the interaction with both verbal and visual semiotic modes to achieve the communicative functions of the text. As stated by Kress and Van Leeuwen, multimodal communication is comprised of multiple “modes” or communicative forms (i.e., digital, visual, spatial, musical, etc) to produce text with specific meanings.³⁴ “These modes are combined to strengthen, complete, or exist in a certain composition”

³³G Kress and T Van Leeuwen, *Reading Images: The Grammar of Visual Design* (London: Routledge, 1996)

³⁴G Kress and T Van Leeuwen, *Reading Images: The Grammar of Visual Design*. 2nd Ed. (London: Routledge, 2006)

Therefore, text which uses more than one modality is termed multimodal text.³⁵

Young and Fitzgerald stated that the importance of multimodal analysis is a result of the rise of modern texts that not only contain verbal texts but also visual texts that are caused by technological advances in the printing industry.³⁶ It can be concluded that multimodality or multimodal discourse analysis provides the tools and techniques to analyze texts which employ more than one mode of discourse. It is interesting to see how different semiotic resources are deployed simultaneously in the process of making the intended meaning well-projected by the advertisement designers to the viewers, and the potential buyers of the advertised product. Due to the purpose of this study, the researcher is exclusively interested in movie posters. As a result, the only thing that will be discussed is visual and verbal.

In the very first era, a multimodal analysis that deals with visual images start by analyzing TV advertisements. Thus, it is developing on analyzing movie posters using a multimodal approach. The resources of the analysis usually deal with speech, song, writing, ambiance sound, gaze, and also gestures. Dealing with systemic Functional Grammar, the analysis deals with analyzing phrasal, and metafunctional.³⁷ Movie posters make wide contact dealing with the common issues in societies and reflect the ideology, this helps the audience to understand the aim of the movie poster. Visual elements such as gesture, gaze, background, color, etc. Meanwhile, the verbal elements consist of headlines, sub-headline, body copy, taglines, and baselines. effectively help to contribute to the meaning-making process

³⁵G Kress and T Van Leeuwen, *Multimodal Discourse the Modes and Media of Contemporary Communication*. (Great Britain: Arnold, 2001)

³⁶Young & Fitzgerald, *The Power of Language: How Discourse Influence Society*. (London: Equinox Publishers) p.71-73

³⁷Kay L. O'Halloran, *Multimodal Discourse Analysis*. (London: Continuum companion to discourse analysis, 2004) p.84

rather than analyzing the text only. Thus, the use of the metafunction type helps a lot to analyze the movie poster. Movie posters are also contributed by discourse study, especially which account for semiotic modes. For example, the rules of movie poster design and interpretation such as the camera angle which represents specific meaning, and other rules that contribute to the 'grammar' of shots.

a) Theories of Multimodal

1. Kress and Leeuwen

Kress and Leeuwen's opinion, the three metafunctions of linguistics can be extended to visual communication. Kress and Leeuwen assume that images, color, music, typography, and other visual modes are similar to language, and they can simultaneously fulfill and realize the three broads communicative metafunctions as language does.³⁸ Based on Halliday's theory, Kress and Van Leeuwen use slightly different terminology in discussing the meaning of the image in visual communication: representational instead of ideational; interactive instead of interpersonal; and compositional instead of textual.

Halliday (in Kress and Van Leeuwen) states the concept of meaning. Meaning is the potential to be learned by referring to social context. It can be easy to understand and get the meaning from the text using various modes that combine both verbal and visual elements formed in a single mode.³⁹ The combination of those modes is used to deliver the information contained in the movie posters. The verbal element is an aspect in the form of a word, phrase, or sentence written with the picture shown. While visual elements such as gaze,

³⁸Kress and Leeuwen, *Multimodal Discourse -The Grammar of Visual Design*. (London: Arnold, 2001)

³⁹*Ibid*

camera shot, angle, color, graphic design, and illustration delivery on the image shown.

2. Anstey and Bull

Anstey and Bull explained multimodality as the combination of two or more semiotic systems, there are five semiotic systems on multimodality, according to Michelle Anstey and Geoff Bull. The first is the linguistic system. In the multimodal text, components of linguistics include some aspects, which are the generic structure of the text, the vocabulary used, and also the grammar of the oral and written language.

The second is the visual system; this semiotic system focuses on how some modes in the visual aspect will contribute to creating meaning. Moreover, those visual aspects include vector, color, point of view from the stationary image, and move image. The third is audio that contains some elements such as the volume of the object and then high and low rhythms of music and the sound effect of the video as an analysis object.

Next is gestural; this semiotic mode contains some aspects such as movement, silence, facial expression, speed, and body language. It can be analyzed from the participants on the object of analysis. The last is the spatial system; this semiotic system also uses participants to analyze it. Furthermore, there are some modes included in this semiotic system direction, proximity, the position of layout, and space of the objects.⁴⁰ In conclusion, a text may be defined as multimodal when it combines two or more semiotic systems. There are five semiotic systems in total:

⁴⁰ Nikmatul Jazilah, *Multimodal Analysis of Indonesian ELT Teaching Videos*, (Uin Sunan Ampel Surabaya, 2020) p.12

1. Linguistic: comprising aspects such as vocabulary, generic structure, and the grammar of the oral and written language
2. Visual: comprising aspects such as color, vectors, and viewpoint in still and moving images
3. Audio: comprising aspects such as volume, pitch, and rhythm of music and sound effects
4. Gestural: comprising aspects such as movement, speed, and stillness in facial expression and body language
5. Spatial: comprising aspects such as proximity, direction, the position of layout, and organization of objects in space.

Multimodality's components, or modes, each have varied potentials for conveying a message. These semiotic systems were incorporated in multimodality modes. Each mode will have its own set of implications. Different modalities from the texts are formed and indicated social disparities, according to Kress and Van Leeuwen. Furthermore, in multimodality, employing visuals and writing words will convey one set of meanings while also carrying another. Finally, each mode has a purpose in presenting its message and will complement the others.

E. Poster

a. Definition of Poster

According to Musfiqon, the poster is a depiction of shown as notices and warnings, as well as an appetizer that usually contains portraits.⁴¹ The poster is a picture that combines such visual elements as lines, pictures, and words with the intent to draw attention and communicate

⁴¹Musfiqon, *Pengembangan Media dan Sumber Pembelajaran* (Jakarta: PT. Prestasi (Pustakarya, 2012)

the message briefly. The poster is a visual combination of strong design, color, and message with the intent to capture passing attention long enough to instill the attention of passers-by but long enough to plant a meaningful idea in her memories.⁴²

Based on the foregoing viewpoint, it can be inferred that the poster media, in general, is a well-written message that is neither a picture nor a piece of text that is meant to attract the attention of a large number of people so that the message spoken is easily accepted by others. It signifies that the objective of the poster is to remind and guide the reader to take specific activities by the communicator's wishes and that a poster is put in a suitable public venue to deliver a message.

b. Types of Posters

According to Jenni Gobind and Wilfred I. Ukpere's journal, there are various categories or types of posters. The first is an advertising poster that promotes products, the second is a propaganda poster that is used for political concerns, the third is an informative poster that is used to give information to the reader of the poster, fourth is a subject poster that has a specific subject, for example, is a movie poster, the fifth is affirmation poster that used in academic, and last is health poster that can find in health practitioner's room.⁴³

There are six main sorts of posters indicated above, each with its own set of objectives and benefits/purposes. Posters are commonly used to draw people's attention to something. The colorful poster can appeal to a wide range

⁴² Sumartono and Hani Astuti, *Penggunaan Poster Sebagai Media komunikasi Kesehatan* (Fikom Universitas EsaUnggul, Fikom Universitas Bhayangkara Jaya, *jurnalkomunikologi* Volume 15 Nomor 1, Maret 2018)

⁴³Jenni Gobind and Wilfred I. Ukpere, *The Use of Posters in Disseminating HIV/AIDS Awareness Information within Higher Education Institutions* (Mediterranean Journal of Social Science MCSER Publishing, Rome-Italy Vol 5 No 20 September 2014)

of consumers since it has a distinct feature; nevertheless, when compared to the non-colorful poster, the audience may be less engaged. This study will use movie posters from "The King's Speech" and "The First Grader," both of which were found on the internet.

c. Characteristics of a Good Poster

Characteristics to be considered for a good poster:

1. A good poster tells the story quickly
2. It must grab the attention
3. The message must be convincing
4. Creative use of color is important
5. An effective poster should reflect simplicity.⁴⁴

In conclusion, a poster must grab the viewer's attention and convey the content in a matter of seconds. It must pique the reader's interest in doing the required action with a succinct message that packs a punch.

d. Advantages and Disadvantages of Using Poster

There are advantages of using posters for promotion, following are the main advantages of movie advertising:

1. Advantages of Movie Advertising

- a) Vast reach: Movie attendance, on average, includes over 1 billion viewers annually.
- b) Engaged audience: Moviegoers expect to pay attention.
- c) Capitalizing on the experience: Going to the movies provides a unique collective, emotional experience that advertisers can take advantage of.

⁴⁴ *Fact Sheet: The Role of a Poster Characteristics of a Good Poster.* <https://www.dlsweb.rmit.edu.au> Accessed on 28 January 2022. 20:50.

- d) Limited distractions: Generally, movie theaters are free of loud noise, visual distractions, and background interruptions.
- e) Targeted geographic and age demographics: Advertisers can use market research to target audiences of certain movies by gender, age, and interests.⁴⁵

However, there are also disadvantages to movie advertising. The disadvantages are:

2. Disadvantages of Movie Advertising

- a) Low recall of ads or products: When products are placed in movies or ads during the pre-show, they may be harder to remember.
- b) High cost: Movie cinema ads are expensive compared to print media ads.
- c) Low frequency: Audiences may not see movies as frequently at a cinema due to increased costs and competition from streaming services.⁴⁶

In conclusion, no doubt using posters for advertising can help one to achieve their marketing goals. Experts state that these disadvantages should not discourage anyone from using the tools for advertising. Instead, they should prepare themselves for the challenges they are likely to face if they use posters for advertising.

⁴⁵ *Types of Media: Advantages and Disadvantages of Each*
<https://www.indeed.com> Accessed on 29 January 2022. 21:55.

⁴⁶ *Ibid*

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