

# Multimodal Analysis of English Language Teaching videos

A Thesis

Submitted in Partial Fulfilment of the Requirements for S1-Degree

by

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## ABSTRACT

New technological developments had boosted the used of different modes or semiotic resources. Semiotic resources or modes helped to create the meaning-making process. A multimodal message was made up as two or more modes work together to give meaning for the overall discourse. This study was described how the multimodal features work together in constructing meaning in ELT videos.

This study was used as a descriptive qualitative research method. The data were obtained from ELT videos in youtube entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3” (part 1 - part 4). This study were analyzed by Anstey and Bull teori’s. Then, employing Kress and van Leeuwen's Visual Grammar and Halliday’s Functional Grammar of language, especially ideational meaning of clause, transitivity. Meanwhile, the intermodal meaning relations were viewed from Intersemiotic Complementarity proposed by Royce.

The findings showed that there are four modes (1) linguistic (2) visual (3) gestural and (4) spatial multimodality in the video. These modes are used in a combination of two or more modes in one video frame entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3”. In addition, this study also found narrative processes which include action and reaction processes, eye gaze, distance, camera angles, information value, salience, and framing. These elements are used in a frame combined with mode or multimodality and were connected to each other to create a meaning. In particular, the verbal and visual modes support each other to form cohesion through the relation of repetition, synonyms, homonyms and meronyms. The combination of these modes serves to convey a message to the audience so that it is easier to understand the entire content of the video.

***Keywords: multimodality, multimodal analysis, ELT video***

## DECLARATION

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I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions and research findings included in this undergraduate thesis are quoted or cited in accordance with ethical standards.

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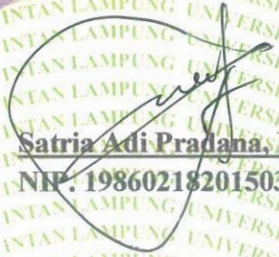
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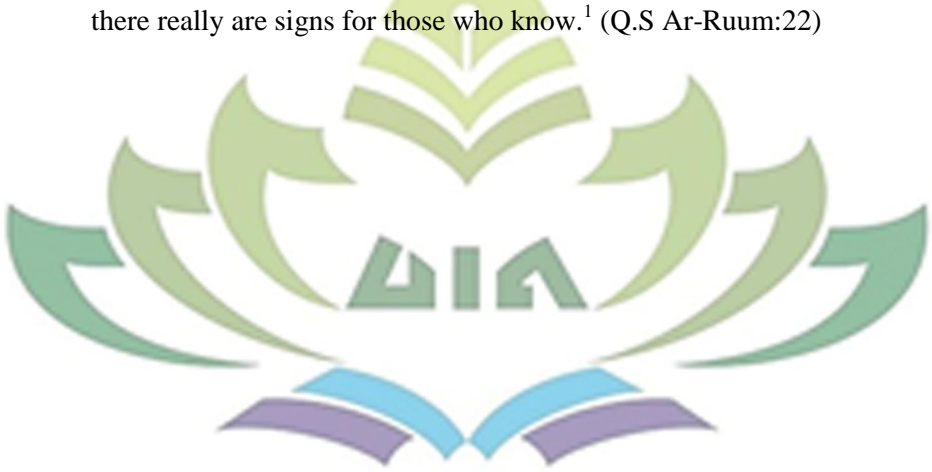
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ أَلْسِنَتِكُمْ  
وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالِمِينَ ﴿٢٢﴾

And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours. Actually, in that case there really are signs for those who know.<sup>1</sup> (Q.S Ar-Ruum:22)



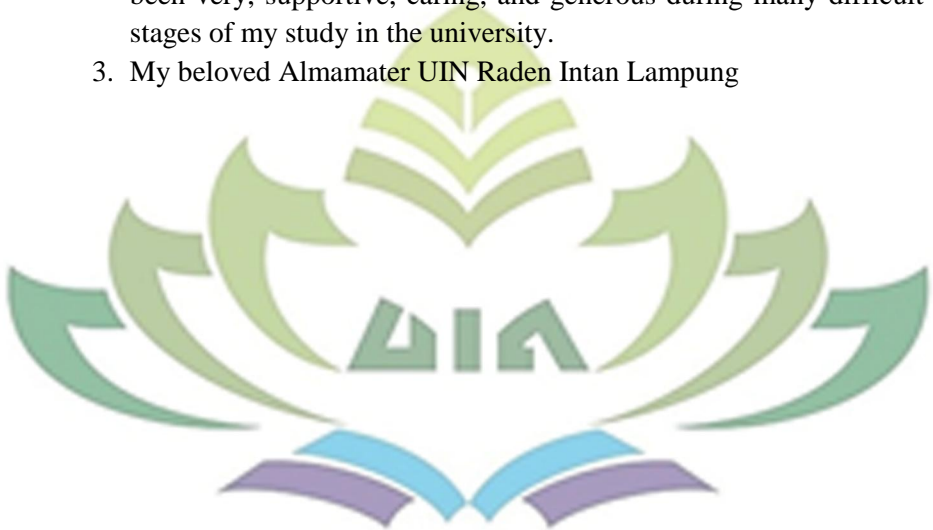
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<sup>1</sup>Al Qur'an and English translation Ar-Ruum:22 Asseced on June 5<sup>th</sup> 2022, from Microsoft Word 2010

## DEDICATION

I dedicate this thesis to the followings:

1. My beloved parents, Mr. Basri Hasan and Ms. Habso who have provided me with unconditional loves and never ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
2. My beloved sister and brother, Niken Ayu and Abisani who have been very, supportive, caring, and generous during many difficult stages of my study in the university.
3. My beloved Almamater UIN Raden Intan Lampung



## CURRICULUM VITAE

Novin Berliana was born in Rawabening on Nov 02<sup>th</sup> 1999. Novin is the first daughter of Mr. Basri Hasan and Ms. Habso. She has one brother and sister. They are Niken Ayu and Abi Sani.

Novin began her formal educational at SD Negeri Tanjung Sari and graduating in 2011. Next, she entered SMP N 02 Buay Madang and graduated in 2014. Then, she continued to SMAN 01 Buay Madang and graduated in 2017. After finishing her study in SMA, she decided to study in English Education Program of Tarbiyah and Teacher Training Faculty of Islamic University of Raden Intan Lampung, for pursuing her bachelor's degree.

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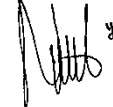
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Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, 5<sup>th</sup> June 2022

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

It is important to clarify the words linked to the title of this thesis as a first step in getting an understanding in order to alleviate the process of writing this undergraduate thesis entitled Multimodal Analysis of English Language Teaching Videos. In the title of this undergraduate thesis, there is an explanation of how various terminology should be understood. The explanation was follows:

1. Multimodal Analysis

Multimodal Analysis belongs to the analysis of communication in all its forms, but it is particularly connected with texts containing the interaction and integration of two or more semiotic resources or modes of communication to reach the function of communicative text. In this research, multimodal analysis means interpreting the data by using some modes of visual, verbal, and audio elements and how it presents the message from the ELT videos.

2. English Language Teaching Video

English Language Teaching Video is a video that contains a set of media that contain visual, verbal, and audio elements as communication to give training to the teacher about how to teach ELT downloaded from YouTube containing visual, verbal, and audio elements of communication in English.

3. Mode

A mode is a set of socially and culturally shaped resources for making meaning. In this research, modes are semiotic resources; they refer to linguistic, visual, gestural, audio and spatial semiotic systems that have a purpose for making meaning.

## B. Background of the Problem

Language is one of the communication tools used to be able to convey and receive the information needed. It is also as a mean of communication which has been developed into many forms in order to provide good interaction among people. As stated by Hybel who defines "communication as a process of interaction between one person and another to share information and beliefs, exchange thoughts and feelings, make plans and solve problems".<sup>2</sup> In other words, humans cannot be separated from language because humans in every activity, especially communicating with each other will need language as an important thing in living their life processes.

In this era of globalization, in the process of communication using language is not enough to use only one mode because it will result in limited understanding of an object or phenomenon. That way people in communicating use more than one mode in conveying meaning in order to realize this communicative function. Nowadays, multimodal communication has surpassed monomodal communication as the preferred mode of human communication. This is in line with Lim's argument. "We live in a multimodal society, which produces meaning through the co-employment of semiotic resources."<sup>3</sup> It can be concluded that there are many aspects that contribute to the way people using their communication forms in society. So, all these aspects can be analysed using multimodal. Multimodal provides tools and techniques for analyzing texts that can be viewed from more than one mode of discourse. According to Kress and Van Leeuwen,<sup>4</sup> the term "multimodality" refers to the manner in which individuals communicate simultaneously in multiple modes.

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<sup>2</sup>Opik Dwi Indah, Juwita Crestiani, and Muhammad Affan Ramadhana, "Nonverbal Communication Used by Students of Informatics Study Program in Studying English through Lesson Study," *Jurnal Studi Guru dan Pembelajaran* 1, no. 1 (2018): 42–48.

<sup>3</sup> Shierlynda Winnindya Riyandi, "Visual and Verbal Means to Attract Our Clicks: Multimodality in Youtube Thumbnails," *NOTION: Journal of Linguistics, Literature, and Culture* 4, no. 1 (2022): 54–62.

<sup>4</sup> Ibid.

The existence of communication media that accommodates how a person's thoughts convey their aspirations to the wider community. In conveying a message, humans perform various ways such as through social media. Social media has become a part of everyday human life. Many of the media have combined two or more modes at the time simultaneously or what is called multimodality. One of the social media that uses multimodality is YouTube videos. They are one of the examples of multimodality which consist of verbal and visual elements. Multimodality refers to a combination of writing, speaking, visualization, sound, music and more the literacy usually refers to the combination of letters and words and pictures which will make one conclusion of a message.<sup>5</sup>

This study analyzed English Language Teaching of YouTube Videos as the data. Not only does it not be analyzed much, but also it is interesting because YouTube is one of the most used social media with billions of audiences. The importance of analyzing this study is that YouTube has become such an impact to our generation. Everybody watches YouTube and through YouTube we can all also learn new things. YouTube has become an important aspect in life in terms of entertaining and/or to convey thoughts to the audience. This is the reason why they create the video. Using a semiotic resources of multimodal analysis, the viewer can understand the whole content of video easier. For this case, that's why multimodal analysis is the best approach to use in this study because, in Multimodal Analysis, a deep understanding of the combination of verbal elements, visual elements, movement, sound, speech and music in the video will be analyzed.

Based on the phenomenon above, the researcher tries to investigate the issues that occur in the English Language Teaching videos that has never been done previously. It is interested to be analyzed because the videos is unique and catches the attention. This

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<sup>5</sup> Annisa Ayu Elfhariyanti, Lisetyo Ariyanti, and Laily Maulida Septiana Harti, "A MULTIMODAL ANALYSIS: CONSTRUING BEAUTY STANDARD IN SHAMPOO ADVERTISEMENT," *Pioneer* 13, no. 1 (2021): 134–147.

video is one of the videos from Oxford University Press, a channel of the international English teacher community that releases videos on teacher trainers, as well as advice and tips to help improve English teaching. The video chosen in this study is an English teaching video entitled "Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3". Video taught by a teacher named Charles Vilina. In this video the course develops students' 21st century skills along with their English in delivering lessons to enhance Communication, Collaboration, Creativity and Critical Thinking skills through a variety of structured class activities from Oxford Discover.

Research on multimodality has also been carried out by previous researchers with a different focus before. First, the research conducted by Mohammad Muhassin in 2022 with the title "A Multimodal Analysis of Umrah Pilgrimage Advertisement". This research aims to explore visual and verbal modes employed in Umrah pilgrimage advertisement, the meanings conveyed by the modes, and the meaning relations built by the modes to strengthen the advertisement message. Utilizing the generic structure framework of advertising, visual data were analyzed by Visual Grammar Kress and Van Leeuwen and verbal data were scrutinized by Systemic Functional Grammar Halliday and Matthiessen. Meanwhile, the intermodal meaning relations were viewed from Intersemiotic Complementarity by Royce. The research found that the advertisement had all the generic structures, namely lead, display, visual emblem, announcements, enhancer, verbal emblem, tag, and call-and-visit information. In verbal modes, the nominal groups represent the ideational meaning, whereas the imperative clause serves as ideational, interpersonal, dan textual meanings. In addition, visual modes include representational, interactive, and compositional meanings. Verbal and visual modes support each other to form cohesion through the relations of repetition, synonymy, homonymy, meronymy, and collocation. With the cohesion, the message of the advertisement conveyed to the readers becomes more communicative and persuasive so that it can arouse the readers' interest in using the product services of the company.

The second research by Kassandra, Sinar, Zein in 2018 applied the theory of Multimodal Interactive Meaning in their research to find out the meaning of interaction contained in a video game in the form of visual images and also the message contained in the video game that is found in form of representation or adaptation. The game, Defend of the Ancient 2 or more widely known as DOTA 2 is one of the very popular in the society, especially amongst gamers. Many characters in this video game are adapted from the myths and legends in the real world, which is also the main reason of the writer to choose the game as an object. In this thesis, Kassandra applied the method Interactive Model from Miles, Huberman and Saldana (2014) and Jewitt's multimodal theory to analyze video games through images displayed on the screen on the meaning of interaction. The thesis analysed the visual components found in the loading screen of the characters in the video game and the similarities between the adaption and myths. The result of the research showed findings about interactive meanings that are applied on images in the video game and the similarities and differences between the visual images of the characters in the game with the characters or creatures in the real myths and legends in terms of adaptation. The characters' skills were also related in the analysis of the characters adaptation.

The last research by Nadiyah in 2019 with the title "Multimodal Analysis of English Textbook Tenth Graders Senior High School (A Case of Buku Bahasa Inggris Kelas X by Indonesian Ministry of Education and Culture)". This study aimed to analyze how multimodality in an English textbook for Tenth Graders of Senior High School may scaffold learning through visual texts. It concerns on multimodal analysis of images, integrated with verbal texts and proposed language activities to explain how the visual meanings may enhance students' understanding of language and content. The findings showed the visual images and verbal text combine with each other to expose visual meanings. In addition, the images contribute to scaffold learning in that they are part of the overall meaning. Therefore, the researcher concluded that the images are supporting students' understanding of the activities in the textbook.

Most of the studies have been concentrated on multimodal analysis in the advertisement, textbook, and video game. This research focused on analyzing the multimodality of English Language Teaching videos. This study was designed to analyze the multimodality aspects contained in each video and how those modes particularly verbal and visual element can combine and present English Language Teaching video's meaning. Thus, this research is important to give detailed information about multimodal literacy which brings the message to viewers of the videos.

Therefore, the result of this study also contributes to giving an overview and more explanation of the meaning presented in the video to make the teacher more understanding on how to teach English by using several modes of multimodality. The teacher can combine two or more modes of multimodality in teaching and learning process to create more interesting learning activity and facilitate all of the students in the classroom due to the differences in student's learning style. Moreover, some aspects of multimodality such as sound, images, gestures, language, color presented the message in combination with other modes makes the audience becomes more understanding of the whole content on the video especially about the multimodality aspects that is seen in the video when the teaching and learning process happened. Based on the reasoning provided above, the researcher decided to undertake the study with title "Multimodal Analysis of English Language Teaching videos"

### **C. Focus and Sub-Focus of the research**

Based on the background of the problem above, this research focused on Multimodal Analysis of English Language Teaching Videos entitled "Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3" (Part 1 - part 4). Meanwhile sub focused on investigating the theory of Anstey and Bull to know the multimodality (linguistic, gestural, audio, visual, and spatial elements). Then, transitivity system suggested by Halliday and Matthiessen. Representational, interactive, and compositional meaning suggested by Kress and Van Leeuwen and Intersemiotic Complementarity

suggested by Royce that is realized in English Language Teaching Videos entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3” (Part 1 - part 4).

#### **D. Formulation of The Problem**

Based on the background of the research above, the formulation of the problem that is reveal in this research can be stated, as follows:

1. What modes are used in the ELT videos entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3” (Part 1 - part 4).
2. How does multimodality function to bring the message presented in the ELT videos entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3” (Part 1 - part 4).

#### **E. Objective of The Research**

The objectives of the research which are arrange by the researcher of this research, as follows:

1. To investigate the multimodal feature in the ELT videos entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part 1 - part 4).
2. To explore how the modes bring the message presented ELT videos entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3” (Part 1 - part 4).

#### **F. Significance of The Research**

Theoretically, this research would be very advantageously for further research in the similar case, especially in the study of linguistics as additional reference. The researcher also hoped this research would give understanding related to multimodality in society. The research also could be used for further reading in order to increase knowledge. Practically, the result of this research hopefully can be used as reference, information or consideration for teacher to support student's learning in using the modes or semiotic system to teach English.

## G. Relevant Research

Several researches concerning multimodal analysis have been conducted. One of them is Mohammad Muhassin in 2022 with the title "A Multimodal Analysis of Umrah Pilgrimage Advertisement".<sup>10</sup> This research aims to explore visual and verbal modes employed in Umrah pilgrimage advertisement, the meanings conveyed by the modes, and the meaning relations built by the modes to strengthen the advertisement message. Utilizing the generic structure framework of advertising, visual data were analyzed by Visual Grammar Kress & van Leeuwen and verbal data were scrutinized by Systemic Functional Grammar Halliday & Matthiessen. Meanwhile, the intermodal meaning relations were viewed from Intersemiotic Complementarity by Royce. The research found that the advertisement had all the generic structures, namely lead, display, visual emblem, announcements, enhancer, verbal emblem, tag, and call-and-visit information. In verbal modes, the nominal groups represent the ideational meaning, whereas the imperative clause serves as ideational, interpersonal, dan textual meanings. In addition, visual modes include representational, interactive, and compositional meanings. Verbal and visual modes support each other to form cohesion through the relations of repetition, synonymy, homonymy, meronymy, and collocation. With the cohesion, the message of the advertisement conveyed to the readers becomes more communicative and persuasive so that it can arouse the readers' interest in using the product services of the company.<sup>6</sup>

The second research by Kassandra, Sinar, Zein in 2018 applied the theory of Multimodal Interactive Meaning in their research to find out the meaning of interaction contained in a video game in the form of visual images and also the message contained in the video game that is found in form of representation or adaptation.<sup>7</sup> The game,

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<sup>6</sup> Muhassin, M. (2022). A MULTIMODAL ANALYSIS OF UMRAH PILGRIMAGE ADVERTISEMENT. *Jurnal Education and Development*, 10(1), 460-469.

<sup>7</sup> Sinar, T. Silvana, and T. Thyrhaya Zein. "A Multimodal Analysis to Myths and Legends Found in Dota 2." (2018).



Defend of the Ancient 2 or more widely known as DOTA 2 is one of the very popular in the society, especially amongst gamers. Many characters in this video game are adapted from the myths and legends in the real world, which is also the main reason of the writer to choose the game as an object. In this thesis, Cassandra applied the method Interactive Model from Miles, Huberman and Saldana (2014) and Jewitt's multimodal theory to analyze video games through images displayed on the screen on the meaning of interaction. The thesis analysed the visual components found in the loading screen of the characters in the video game and the similarities between the adaption and myths. The result of the research showed findings about interactive meanings that are applied on images in the video game and the similarities and differences between the visual images of the characters in the game with the characters or creatures in the real myths and legends in terms of adaptation. The characters' skills were also related in the analysis of the characters adaptation. The thesis is referenced for the same data analysis method from Miles, Huberman and Saldana and visual analysis method using the interactive patterns of multimodal theory.

The third study is done by Nadiyah in 2019 with the title "Multimodal Analysis of English Textbook Tenth Graders Senior High School (A Case of Buku Bahasa Inggris Kelas X by Indonesian Ministry of Education and Culture)".<sup>8</sup> This study aimed to analyze how multimodality in an English textbook for Tenth Graders of Senior High School may scaffold learning through visual texts. It concerns on multimodal analysis of images, integrated with verbal texts and proposed language activities to explain how the visual meanings may enhance students' understanding of language and content. The findings showed the visual images and verbal text combine with each other to expose visual meanings. In addition, the images contribute to scaffold learning in that they are part of the overall meaning. Therefore, the researcher concluded that the images are supporting students' understanding of the activities in the textbook.

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<sup>8</sup> Nadiyah, MULTIMODAL ANALYSIS OF ENGLISH TEXTBOOK TENTH GRADERS SENIOR HIGH SCHOOL, (2019).

The last research by Taopan.<sup>9</sup> This research discussed how the verbal and visual modes bring the meaning of the video to promote and persuade the tourist to visit in Indonesia. The researcher analyzed the ideational and representational meaning of promotional video Wonderful Indonesia. The result of multimodal analysis, the researcher mention that the video described the symbolic icons of tourism in Indonesia. The video also showed local people's hospitality, cultural diversity, the beauty of nature, and modernity in Indonesia. Moreover, the researcher also explained the implications of the finding for English teaching. The researcher mentions some steps for conducting Project-Based learning by producing English functional text in a promotional video.

After seeing the previous research above, there were some differences between this research and previous research. The differences not only in the research subject but objectives of the research. The objective of this research were not only discussing and analyzing the verbal and visual mode but researcher tried to find out the meanings conveyed by the modes, and the meaning relations built by the modes to strengthen the video message. In this research, the researcher focused on English Language Teaching Videos entitled "Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part 1 - part 4) from YouTube channel.

## **H. Research Method**

### **1. Research Design**

This study was conducted using descriptive qualitative research since in this study the observer collected data, conducted an analysis, and then developed a conclusion. As stated by Moleong, qualitative research is a research procedure that produces descriptive data based on information that is gathered from people or their behavior, then the results will be analyzed.<sup>10</sup>

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<sup>9</sup>Muhammad Ansori and Lita Liviani Taopan, "A Multimodal Discourse of Promotional Video," *Elite Journal* 6, no. 1 (June 2019): 18.

<sup>10</sup> Muhammad, *Metode Penelitian Bahasa* (Yogyakarta: Ar-Ruzz Media, 2014), p. 30

In other words, qualitative analysis emphasizes the degree of the information acquired by researcher. The deeper and careful knowledge are gotten, the higher the standard of the analysis which conducted by Researcher. This study is conducted by using descriptive-qualitative research method to describe the informations realized in the English Language Teaching video using the theory proposed by Anstey and Bull, Halliday Mathiessen, Kress and van Leeuwen and intersemiotic complementarity by Royce.

## 2. Data and Data Source

Data is very necessary for conducting research either in qualitative or quantitative forms. According to Merriam, data conveyed through words have been labeled qualitative, whereas data presented in number form are quantitative.<sup>11</sup> It means data that is presented in the form of words called qualitative while data is presented in the form of numbers called quantitative. The data in this research the word from teacher's utterances and the students's utterance when discussing and answering the teacher's questions for verbal modes and the data for visual modes is the images in the English Language Teaching videos. Then, the source of data is the sources where the data obtained. and the data source of this research is the English Language Teaching video from Youtube entitled;

“Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3”: (part 1)

<https://www.youtube.com/watch?v=GLP5KulMKs&list=PLZ7RF4YwWuwJHpDESNCTeOE44-8gLF-n&index=1&t=515s>

“Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3”: (part 2)

[https://www.youtube.com/watch?v=2YgoA\\_8a0to&list=PLZ7RF4YXwWuwJHpDESNCTeOE44-8gLF-n&index=4](https://www.youtube.com/watch?v=2YgoA_8a0to&list=PLZ7RF4YXwWuwJHpDESNCTeOE44-8gLF-n&index=4)

“Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3”: (part 3)

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<sup>11</sup> Sharan B. Merriam, *Qualitative Research A Guide to Design and Implementation* (Jossey-Bass: A Wiley Imprint,2009)p.85

<https://www.youtube.com/watch?v=XK1QPoizwnI&list=PLZ7RF4YXwWuwJHpDESNCTeOE44-8gLF-n&index=2>

“Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3”: (part 4)

<https://www.youtube.com/watch?v=pPDplqOdpSw&list=PLZ7RF4YXwWuwJHpDESNCTeOE44-8gLF-n&index=3>

### 3. Research Instrument

To obtain and find results, researchers acted as planners, data collectors, analysts, and ultimately reporters of research results. The first instrument of research is the researcher himself. As explained by Djunaidi and Almanshur that in qualitative research uses the human research.<sup>12</sup> Researcher must identify themselves for their ability to conduct inquiries. Therefore, in this study, researcher as the primary tool for facilitating researchers to carry out their studies.

The secondary instrument is journals, articles, books, and computer. Books, journals, and articles are used to collect information about relevant theories. Meanwhile, the computer is used to type the data and make a final research report. In a qualitative research as the primary researcher, all the process is performed started from collecting and analyzing the data until concluding the investigation results. For this research, many instruments are not used as general studies such as observation, surveys, questioner, or others for completing the survey. It causes this research only focus on library studies in terms of the English Language Teaching video

### 4. Data Collecting Technique

Data collecting Technique is the researcher way in collecting the data. Donal ary said that implies that qualitative research may also used writtten document to understood of the phenomenon under the study.<sup>13</sup> The data in this research will be

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<sup>12</sup>M. Djunaidi Ghony and Fauzan Almanshur, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruzz Media, 2009), p. 95

<sup>13</sup>Donal Ary, *introduction to Research in Education Eighth Edition*, (United States of Amerika:Wadsworth,2010), p.435

used documentation technique to collect the data. there are several steps to collect the data:

- 1) Download an English Language Teaching video entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3”.
- 2) After downloading those videos, the researcher watched the video one by one to observe the multimodality aspect of the video.
- 3) While watching the video, the researcher referred to the table of theories related to the modes contain in the video.
- 4) When the modes appear, the researcher paused the video and took notes by filling the table based on the five modes (linguistic, visual, audio, gestural, and spatial) found on the video (see appendix 4 and 5 )
- 5) next watches and listens to the video again until three or more times to detect the sentences/clauses occurs in students’s utterance and teacher utterance when explaining the topics to students in the video.
- 6) Next, inputted the utterances from Teacher and students’s to create a text transcription
- 7) After that, identifying and classifying the data transcription refers to the clause and analyzing the data to find out the transitivity process occurred in teacher and students’s utterance by making tables.
- 8) While watching the video, when the visual modes appear, pause the video and screenshot it. Then analyzing the image based on Kress and Van Leuween’s theory
- 9) The last, analyze the relationship among the modes based on ideational intersemiotic complementarity theory by Royce’s.

##### 5. Research Procedure

The are several procedure of the research as follows:

- 1) Searching and taking the English Language Teaching video on YouTube entitled “Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3”

- 2) Organizing the data by classifying into five modes of multimodality also trying to classifying the data to the verbal and visual modes.
  - 3) Describing the data starting from the five modes of multimodality which are linguistic, visual, audio, gestural, and spatial.
  - 4) Next, analyzing the transitivity system for the verbal modes and analyzing the visual modes in the ELT video entitled "Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3"
  - 5) Then analyzing the relationship among the modes based on the theory intersemiotic complementarity by Royce's
  - 6) Finally, make the report.
6. Data Analysis

In terms of qualitative data analysis, Bogdan in Sugiyono states, Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.<sup>14</sup> After the data have been collected the next step is data analysis.

Miles and Hubberman quoted by Ibrahim as cited in Dea Ivana, state that there are three types of data analysis. Three types of data analysis can be explained as follows:<sup>15</sup>

a. Data Reduction

The first type of data analysis is data reduction. In this case, the researcher tries to arrange the data, puts them into categories and classification which suitable to the focus aspect. From this process, the researcher can ascertain which data are appropriate or not. The appropriate data are arranged systematically while inappropriate data are

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<sup>14</sup> Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif, and R&D*. Bandung: Alfabeta, p.334

<sup>15</sup> Dea Ivana. (2018). *An Analysis of Code Mixing by English Teachers in Teaching Learning Process at MAS PAB 2 Helvetia*. (Thesis, State Islamic University of North Sumatera Medan). p. 26

separated. So it aims to ascertain, there is no inappropriate data or not relevant data.

b. Data Display

The next type of data analysis after data reduction is data display. The researcher organizes, manages the data, and conducts a technique of coding as a way of analyzing this research. At the beginning of the data display, the researcher does some steps to analyze the data.

Firstly, five modes of multimodality which are linguistic, visual, audio, gestural, and spatial employing the theory of Anstey and Bull

Secondly the verbal data is analyzed by employing Halliday and Matthiessen's theory. The analysis associates with the transitivity system by students and English teacher utterances in the video and visual data is analyzed by employing Kress and van Leeuwen's theory. The analysis associates with the images from the English Language Teaching video. It was analyzed through three levels of meaning; representation, interactive and composition meaning.

The last, the researcher also applies the theory of Intersemiotic Complementarity suggested by Royce for answering the second formulation of the problem. This theory is used to analyze and to describe the meaning relations between the verbal modes and visual modes in the data. The intersemiotic complementarity theory consists of six categorized experiential metafunctions. They are repetition, synonymy, antonymy, meronymy, hyponymy and collocation.

c. Conclusion Drawing / Verifications

The last type of data analysis is conclusion drawing or verifications. After making data display, then the researcher will be able to make conclusion/verifications based on the objectives of the research. It means after researcher gets the data from data display, the next step researcher is drawing conclusion/verifications based on the

objectives of the research. The data that have been described in general are summarized. It means, in this step the researcher gives the clear information of the result and then draws the conclusion or verification the result.

## 7. Trustworthiness of the Data

The validity of the data is needed in qualitative research. The use of validity in qualitative research is to define as the degree of confidence in the data from the study conducted by Researcher and it can help the Researcher to check the data analysis in order to reduce the Researcher's biases and prejudices. In this research the Researcher will apply triangulation technique to support the validity of the data. Triangulation is a technique that utilizes data validity checking someone else.<sup>16</sup> According to Martens, triangulation includes checking information that has been collected from different sources or methods for consistency of evidence across sources of data. For example, multiple methods such as interviews, observation, and documentation can be used, and information can be sought from multiple sources using the same method.<sup>17</sup>

To triangulate the data, Miles and Huberman divided the method into four types. Below is the explanation about the four types of triangulation:

### 1) Triangulation the Data Source

The triangulation of data source can be done by using some data resources with different situations and circumstances such as the data that taken from the different people, time or different places.

### 2) Methodological Triangulation

The methodological triangulation can be done by using the finding from the research that using the different method

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<sup>16</sup>M. Djunaidi Ghony and Fauzan Almanshur, *Metodologi Penelitian Kualitatif* (Yogyakarta:Ar-Ruzz Media, 2009), p.322

<sup>17</sup>Donna M. Mertens, *Research and Evaluation in Education and Psychology* (3th ed) (United States of Amerika: SAGE Publication Inc, 2010) p. 258



### 3) Research or Investigator Triangulation

This type of triangulation can be done by engaging some different researchers to analyze the data

### 4) Theoretical Triangulation

This last type is done by using some theories related to the research in analyzing the data. Example: journal, article, book, expert of literature, etc.<sup>18</sup>

From several types of triangulation above, this research used investigator triangulation. Investigators are suitable for this research because this type of triangulation requires experts as validators. To find validators of this research is not difficult, it only requires experts who know very well about multimodality. So to check the data validation will be checked by experts related to this research.

## I. Systematics and Discussion

The systematic discussion that is the steps in the research process is as follows:

### 1. Chapter I Introduction

This chapter contains title confirmation, 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

### 2. Chapter II Literature Review

This chapter contains several theories include in systematic functional linguistics, ideational meaning, transitivity system, visual grammar analysis, intersemiotic complementarity, multimodal analysis, and teaching video

### 3. Chapter III Description the Research Object

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<sup>18</sup>Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis* ( Sage Publication Inc. @ 1994), p.267

This chapter contains general description of the object and Facts and Data Display

4. Chapter IV Finding and Discussion

This chapter contains pf the research data and research finding. It presents all the data obtained along with the result of the data analysis with the interpretation of the data

5. Chapter V Conclusion and Suggestion

This chapter contains the conclusion and suggestion of the research. It presents what can be concluded from the result of the study and provides suggestion related to the conclusion.



## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher focuses on theories that give a brief explanation of the review of related literature to support this research. The researcher also describes previous studies related to this research.

#### **A. Teaching Video**

##### **1. Definition of Teaching Video**

The term "teaching video" contains two words: "teaching" and "video". The definition of teaching is a set of events designed to support the internal learning process for students.<sup>19</sup> Teaching is also defined as helping others to learn in which the teacher stands in front of the class, tell us what to do and what to learn.<sup>20</sup> While the definition of the video is a form of multimedia that tells the information using simultaneous sensory channels, which are aural and visual.<sup>21</sup> Moreover, according to Meyer, the video often uses multiple modes like verbal and pictorial represent captions on the screen print and closedcaptioning.<sup>22</sup> It can be concluded that teaching video is multimedia for giving information about what others can do and learning to support the learning using multiple modes such as linguistic, visual, audio, and pictorial representation.

##### **2. Characteristics of Good Teaching Video**

According to Brame, effective educational videos consist of three points, which are Cognitive Load, Students Engagement, and Active Learning. Those elements are the consideration to be some recommendations. The first is to make the video keeping short

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<sup>19</sup>A. H. Sequeira, "Introduction to Concepts of Teaching and Learning," SSRN Electronic Journal (2012)

<sup>20</sup>Detlef Prozesky, "Teaching and Learning," South Africa vol.13, no. 34 (2000), p. 2

<sup>21</sup>Emily Cruse, "Using Educational Video in the Classroom Theory, Research and Practice," Library Video Company (n.d.), p. 24

<sup>22</sup>Richard Mayer, *Multimedia Learning, Second edition*. (New York: Cambridge University Press, 2001), p. 62.

and intended to the learning goals. The second is to tell the appropriate explain the section by using audio and visual elements to tell the explanation section, consider how to make the elements complement each other. The third is highlighting important ideas or concepts by using signaling. Next is using conversation style and enthusiasm to increase the engagement. The last is attaching the context of active learning in videos by using question-guides, interactive elements, or assignments related to homework.<sup>23</sup> By using those recommendations, it will create good teaching video that also pays attention to the aspect of multimodality to engage the viewer so they can easily understand the content and catch meaning on the video.

Based on those elements above, the characteristics of good teaching video include using and matching the multimodality by using auditory and visual as well as verbal elements to convey the information. Moreover, by using multimodal in the video, will enhance the students or others in understanding the meaning presented in the video.

## **B. Multimodality**

### **1. Definition of Multimodality**

Multimodality is a procedure analysis using in the process of analyzing an image and a text simultaneously to get the meaning. According to Chen, multimodality understands both verbal and visual elements in semiotic resources that can be used to realize the kind and level of dialogic involvement. Furthermore, based on Iedema, multimodality also define as a technical term that has the purpose of showing the meaning that we have done so far is utilizing from various semiotic.<sup>24</sup> In conclusion, multimodality combines visual and verbal elements for strengthening, complementing, and expressing the meaning of an image or text.

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<sup>23</sup>Cynthia J. Brame, *Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content*, Vanderbilt University, Nashville (2016): 6.

<sup>24</sup>Iedema, "Multimodality, Resemiotization."

Halliday states about 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 only single-mode.<sup>25</sup> The combination of those modes is used to deliver the information contained in the video. The verbal element is an aspect in the form of word, phrase, and sentence written with the picture shows. While visual elements such as gaze, camera shot, angle, color, graphic design, illustration its delivery on the image shows.

Anstey and Bull explained multimodality as the combination of two or more of the semiotic system. There are five semiotic systems on multimodality, according to Anstey and Bull<sup>26</sup>. The first is the linguistic system. In the multimodal text, components of linguistics include some aspects, which are consist of word, generic structure, and also the grammar both of 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 the meaning. Moreover, those visual aspects consist of 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 include in this semiotic system are direction, proximity, the position of layout, space of the objects.<sup>27</sup> Those components of

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<sup>25</sup>Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*,(London: Routledge, 2006), 2.

<sup>26</sup> Michele Anstey and Geoff Bull, "Helping Teachers to Explore Multimodal Text," *Curriculum & Leadership Journal* vol.8, no. 16 (n.d.), p. 4.

<sup>27</sup> Ibid.

multimodality or modes have different potential to convey the message in multimodality.

These semiotic systems it included in modes of multimodality. Every mode will bring different meanings. As stated by Kress and van Leeuwen, different modes from the texts are constructed and showed social differences. Moreover, by using images and writing text in multimodality will bring one set of meanings and also carry another.<sup>28</sup> In conclusion, every mode has its function in expressing its meaning and will complete each other.

## 2. Multimodal Analysis

Multimodal analysis belongs to the analysis of communication in all forms, particularly connected with texts containing the interaction and integration of two or more the semiotic resources or modes of communication to reach the function of communicative text. The semiotic resources or modes such as visual, verbal, audio, gesture, and spatial. Mode is the result of the social and historical formation of material chosen by the society for representation or communication in which no overall name has been suggested. In multimodal analysis, those modes are used in combination between two or more to present the message. Message produced from several modes can complement each other. It will be easier to understand and catch the meaning delivered. Moreover, multimodal analysis gives attention to various modes of communication besides language that can help students in the process of making the meaning. By using multimodality in teaching and learning process, it allows students becomes easy to follow the learning activity with several modes used by the teacher when teaching in the classroom.

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<sup>28</sup> Ibid,20

### C. Systemic Functional Linguistics

Before proceeding to the discussion of the concept of multimodal discourse analysis, it is crucial to begin the discussion from the concept of systemic functional linguistics. M.A.K. Halliday creates Systemic Functional Linguistics (SFL), which is also referred as Systemic Functional Grammar (SFG), as a grammar model in the 1960s. SFL presents the framework "Linguistic Theory" by following the functional systematic linguistic principles. Halliday as cited in Shuting Liu indicates, In a functional grammar, a language is interpreted as a system of meanings, accompanied by forms through which the meanings can be realized.<sup>29</sup> It can be said that SFG focuses on the means of realizing the functions of language.

Halliday's SFL theory is different from systemic theories of language that view language as part of social phenomena that are related to the social context in language use. The application of SFL in solving the problems of language, to understand the function and nature of language functions, understanding and producing speech, understanding the quality of texts, moving written texts to oral texts and understanding the relationship between culture and language, and to understand the similarities of aspects of the language of all languages. In investigating the phenomenon of discourse analysis, this theory applies a language foundation approach that is thematic, interpretatively semiotic, and interdisciplinary.

Based on Halliday's framework in language structure and human communication there are three meta-functions, there are ideational function, interpersonal function and textual function.<sup>30</sup>

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<sup>29</sup> Shuting Liu. (2019). A Multimodal Discourse Analysis of the Interactive Meaning in Public Service Advertisement. *Journal of Advances in Linguistics*. Volume 10. p. 1524

<sup>30</sup> Ibid. p. 1524

### 1. Ideational Function

Ideational function means that language is used for describing, reflecting or interpreting the world around us, the individual experience of ourselves, consisting of goings-on, happening, doing, sensing, meaning, and being and becoming.

### 2. Interpersonal Function

Interpersonal function means that language is used for having interaction of communication with people, influencing other people's behavior, maintaining and establishing relations with them, eliciting or changing other people's points of view, and expressing viewpoints of our own on the things in the world. In this case, language is used to enable people to participate in communication process, express their own and understand others opinions, and expressing feelings of our own on the things around us.

### 3. Textual Function

Textual function refers to the fact that language has a mechanism to turn a random list of sentence into a living passage by organizing any stretch of discourse analysis especially in spoken or written discourse into a coherent and unified text. Therefore, in this case, language is used to relate what is said or written to the real or fact world or other linguistic events.

#### a. Ideational meaning

Ideational meanings are the meanings about how we represent experience in language. Whatever use we put language to, we are always talking about something or someone doing something. Gerot and Wignell said that ideational meaning is an analysis that examines on going activities and the circumstances surrounding



happenings and doings.<sup>31</sup> Meanwhile, Halliday and Matthiessen mentioned that ideational meaning is language as reflection and it provides theory of human Experience or it can also be referred to as a clause representation refers to functions that provide the basis for understanding human experience as types of resources for realizing "reality".<sup>32</sup> Based on Halliday, this function is separated into logical and experiential meta-functions. Logical refers to the combination of two or more grammatical units into a more complex one. The experiential function refers to grammatical options that allow individuals to create meanings about the world around them and language evolved through this process. The analysis of the text based on this ideational function consists of "transitivity" and "voice".

In this study, however the researcher will analyze about the transitivity, so only about the transitivity that will be explained more clearly and detail in the future.

### **b. Transitivity System**

As explained in initially, transitivity analysis being a sub-network under the ideational or also known experiential meta-function and it is used to explore the content or the experiential meaning in a text. The experiential meta-functions are looking at the grammar of the clause as representation. It is called so because the clause in its experiential function is a way of representing pattern of experience. Through the system of transitivity, it can be explored the clause in its aspects such is: Who =does = what = to = whom, when, where, why or how function

When people talk about what a word or sentence means, it is kind of meaning they have in mind. Meaning in this sense is

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<sup>31</sup> Eros Cahyati, "An Analysis of Ideational Meaning Realized on Recount Texts in English Textbook for Senior High School Grade X," *JALL (Journal of Applied Linguistics and Literacy)*, vol. 3, no. 1 (2019): 45.

<sup>32</sup> Mirsa Umiyati, "Textual Metafunction in Donald Trump 's Speech "Recognizing Jerusalem as Israel 's Capital "," *International Journal of Systemic Functional Linguistics 2*, no. 2 (2019): 55–60.

related to content or idea. So, here the clause that functions as the representation of processes explores by transitivity system. Based on Halliday, there are three components of Transitivity process. The process itself, Participants in the process, and Circumstances associated with the process.<sup>33</sup>

- Participant

Participants are the people or entities involved in the process. Every experiential type of clause has at least one participant and some types have three participants.<sup>34</sup> In the material process, the participant we can call the actor and goal, representing “happening”. In the mental process, the participants are regarded as sensor and phenomenon, representing “consciousness”. Phenomenon is the participant that is felt, thought, wanted or perceived. In the relational process, the participants refer to carrier, attribute, identifier, identified. In behavioural process, the involved participant is behavior. In verbal process, the participants are sayer and receiver. In some cases, the participant is regarded as target. The message can be concluded by a nominal group functioning as a participant in the process, called verbiage. In existential process, the participant we called is existent, representing the existing of something or event.

- Circumstances

Circumstances are always applied in a clause as optional additions. The circumstantial elements take place at the end of the configuration. Moreover, these occur freely within any process configurations and hold the same essence as

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<sup>33</sup>Anjar Setiawan, “TRANSITIVITY ANALYSIS OF GRADUATE STUDENTS’ CASUAL CONVERSATION,” *4rd English Language and Literature International Conference (ELLiC) Proceedings*,2021). Vol.4

<sup>34</sup>Jiahui Su, “Transitivity Analysis of 2018 State of the Union Address by President Donald Trump,” *Open Access Library Journal*, (2021) Vol.08, no. 06. p.1–15.

they occur. The circumstantial elements are classified into nine types<sup>35</sup>:

**Table 1**  
**Types of circumstantial element**

<b>Extent</b>	This circumstantial elements convey the meanings of distance, duration, and frequency. The elements are realized as <i>for or throughout + ( nominal group)</i>
<b>Location</b>	This circumstantial elements convey the meanings of place and time. The elements are realized as <i>prepositions and adverbs of place and time.</i>
<b>Manner</b>	This circumstantial elements convey the meanings of means, quality, comparison, and degree. The elements are realized as <i>prepositions + (material) and adverbs of quality, comparison, and degree.</i>
<b>Cause</b>	This circumstantial elements convey the meanings of reason, purpose, and behalf. The elements are realized by prepositional phrases and conjunctions, such as <i>because of, for the purpose of, and on behalf of.</i>
<b>Contingency</b>	This circumstantial elements convey the meanings of condition, default, and

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<sup>35</sup>M.A.K. Halliday and Christian Matthiessen, *AN INTRODUCTION TO FUNCTIONAL GRAMMAR*, 3rd ed, re. (London: Arnold., 2004).

	concession. The realizations include <i>in case of, in default of, despite, etc.</i>
<b>Accompaniment</b>	This circumstantial elements convey the meanings of commutative and additive. The realizations include <i>with, without, as well as, etc.</i>
<b>Role</b>	This circumstantial elements convey the meanings of guise and role. The realizations include <i>as, in the form of, into, etc.</i>
<b>Matter</b>	This circumstantial elements convey the meanings of the topic (what about?). The elements encompass <i>about, concerning on, on, of, etc.</i>
<b>Angle</b>	This circumstantial elements convey the meanings of source and viewpoint. The elements encompass <i>according to, in the words of, in the opinion of, etc.</i>

- Process

The process is the essential component in a configuration.<sup>36</sup> Furthermore, six processes are used in English clauses that can construe different human experiences of the world. They are material, mental, behavioral, relational, verbal, and existential.<sup>37</sup> We can see the processes at the table below:

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<sup>36</sup> Ibid.

<sup>37</sup>Setiawan, "TRANSITIVITY ANALYSIS OF GRADUATE STUDENTS' CASUAL CONVERSATION."

**Table 2 Processes types, their meaning, and the key participants**

Processes type Participant	Category meaning	
Material: Actor, Goal	'doing'	
Action	'doing'	
Event	'happening'	
Behavioral Behaver	'behaving'	
Mental Senser, Phenomenon	'sensing'	
Perception	'seeing'	
Affection	'feeling'	
Cognition	'thinking'	
Verbal Sayer ,Target	'saying'	
Relational	'being'	Token, Value
Attribution Carrier,Attribute	'attributing'	
Identification Identified,Identifier	'identifying'	
Existencial	'existing'	Existent

### a) Material Process

Material clauses deliver the meaning of doing and happening.<sup>38</sup> Material clauses construe the quantum of change in the progressive events occurring physically. Material clauses can be classified into two types: intransitive and transitive. There is only one participant named the actor who unfolds the process through time in the intransitive material clause. On the other side, transitive material clauses contain the other participant named goal functioning as the process extension site. It then causes the outcome of the process is targeted at the goal. Here are the examples of both types of material processes:

- Intransitive Material Process

The cat                      runs  
Actor                      Process: Material

- Transitive Material Process

The cat                      bites                      my hand  
Actor                      Process: Material                      Goal

As explained above, there are two participants in material clauses. However, there are also four additional participants taking place in material clauses. They are scope, recipient, client, and attribute.<sup>39</sup>

**Table 3 Four additional participants in material process**

<b>Scope</b>	The participant that is not affected by the performance of the process in a clause. Scope as a participant is also solely attached to intransitive clauses, such as in “I cross the road”.
<b>Recipient</b>	The participant who is given goods in a clause. For example, “I give you a cake.”
<b>Client</b>	The participant who is given services in a clause. For example, “I made this cake for

<sup>38</sup> Halliday and Matthiessen, *AN INTRODUCTION TO FUNCTIONAL GRAMMAR*.

<sup>39</sup> Ibid.

	you.”
<b>Attribute</b>	The participant construing the qualitative result of a process being done in a clause. For example, “The police shot the robber dead.”

### b) Mental Process

Mental clauses encompass the experience in human consciousness.<sup>40</sup> They construe the quantum of change in the progressive events happening mentally. The main participants involved in this type of process are senser and phenomenon. Senser is typically human, who can sense, feel, think, want, and perceive. Therefore, a senser is a conscious being. This conscious being can also refer to collective human beings, such as the public, government, world, etc. Furthermore, phenomenon is the thing that is experienced in a mental environment in the forms of feeling, thought, aspiration, and desire. A phenomenon can also be an act and a fact.

For example:

I                    like                    eating cakes.  
 Senser        Process: Mental                    Phenomenon

### c) Relational process

Relational clauses function to describe and identify someone or something.<sup>41</sup> Relational clauses of English comprise three prominent categories: intensive, possessive, and circumstantial. These types then are manifested differently in two modes of being: attributive and identifying. The attributive mode is not flexible, while the identifying one is. More specifically, the meanings of the intensive type is “x is a”, the possessive “x has

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<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

a”, and the circumstantial “x is at a”. In total, there are six types of relational processes.<sup>42</sup>

MODE TYPES	ATTRIBUTIVE	IDENTIFYING
Intensive	Sarah is wise carrier process attribute	Ahmad is a leader The leader is Ahmad token value
Circumstantial 10th	The fair is on a Tuesday carrier circumstantial process attribute	Tomorrow is the The 10th is tomorrow token value
Possessive	Abdul has a piano possessor possession possessed	The piano is Abdul’s Abdul’s is the piano identified possession identifier

#### d) Behavioral Process

Behavioral clauses construe processes occurring physically and mentally, including staring, coughing, dreaming, smiling, and breathing.<sup>43</sup> These have no distinctly defined characteristics than the other processes. The primary participant involved in the behavioral process is behavior. It is commonly a conscious being who can behave. The behavioral process grammatically resembles the process of doing. The behavioral process’s typical configuration mainly consists of only two components: behavior and process, such as in “I am listening.” However, there is also the other participant, which resembles the scope (the participant of a material clause), named behavior, such as in “I sing a song.”

#### e) Verbal process

Verbal clauses are defined as the saying clauses with a sayer as the prominent participant.<sup>44</sup> These are a crucial property in

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<sup>42</sup> Ibid.

<sup>43</sup> Ibid.

<sup>44</sup> Ibid.



numerous discourse varieties as assisting the narrative production by potentially establishing dialogues within clauses. There are also three additional participants of verbal clauses: receiver, verbiage, and target.<sup>45</sup>

**Table 4 three additional participants of verbal clause**

<b>Receiver</b>	The participant receiving the directed saying. For example, “ <i>I tell <u>you</u> the truth.</i> ”
<b>Verbiage</b>	The content or the terms of the saying. For example, “ <i>I don’t speak <u>Spanish</u>.</i> ”
<b>Target</b>	The participant of a particular verbal clause type that construes the entity targeted by verbal process. For example, “ <i>I accused <u>you</u> of stealing my wallet.</i> ”

#### f) **Existential Process**

Existential clauses depict something existing or happening.<sup>46</sup> These are not very popular in discourse, but they create a crucial contribution to numerous text varieties. The existential process is typically attached with the word “there.” However, it does not function as a participant or circumstance. Instead, it shows the character of existing. The verb of existential clauses is typically “be”, but there are also some other verbs taking place in existential clauses, such as exist, arise, follow, stand, flourish, etc. The entity or event construed in existential clauses is named as existent. Any phenomenon, including individual, goods, and abstraction, can be construed in this type of clause. For example, “*There is an advancement of technology in the digital era.*”

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<sup>45</sup> Ibid.

<sup>46</sup> Ibid.

Besides that, Eggins also gives the process type system of transitivity in paradigm such as:<sup>47</sup>

- Diana gave some blood. (material)
- Diana thought she should give blood. (mental)
- Diana said that blood is easy. (verbal)
- Diana dreamt of giving blood (behavioral)
- There is reward for giving blood. (existential)
- Diana is a blood donor. (relational)

#### D. Grammar Visual Design

Inspired by Halliday's ideas of social semiotics, Kress and van Leeuwen proposed and developed a method of social semiotic analysis of visual communication and established a descriptive framework of multimodality. This theory of Kress and van Leeuwen carried out for reading images is called Visual Grammar (VG). In light of Halliday's three meta-functions of language - ideational, interpersonal and textual meanings, they put forward three meta-functions of images representational, interactive and compositional meanings.<sup>48</sup> The corresponding relation between the three meta-functions in SFL and VG is shown in Table 5:

SFL	SFG
<b>Ideational</b>	<b>Representational</b>
<b>Interpersonal</b>	<b>Interactive</b>
<b>Textual</b>	<b>Compositional</b>

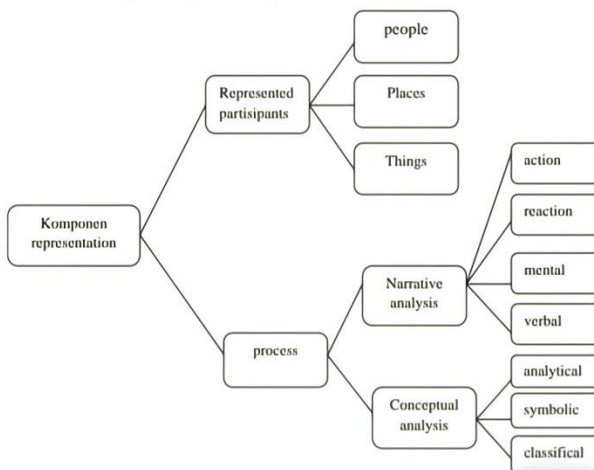
As the explanation by written bellow:

##### 1. Representational Meaning

<sup>47</sup>S, Eggins. *An Introduction to Systemic Functional Linguistics*. London: Continuum, 2004. P.213-214

<sup>48</sup> Shuting Liu, "A Multimodal Discourse Analysis of the Interactive Meaning in Public Service Advertisement," *Journal of Advances in Linguistics* 10 (2019): p.1523–1534.

Every semiotic system has the ability to represent aspects of the world experience outside the good sign system directly or indirectly. In other words, the semiotic system able to represent objects and must relate to the world outside that system of representations which may have a sign system that In this way, the ideational semiotic system provides a choice the choice to represent objects in different ways, so that these ways can relate to each other. It can be concluded that Representational meaning means that the semiotic system has to be able to represent objects and their relations in the world outside the representational system.



*(Variables of Representational Analysis in Visuals (Kress dan van Leeuwen 2006)*

The representation components in the visual metafunction includes; process, participant and circumstantial.

- a. The process is divided into narrative analysis and conceptual analysis analysis. Narrative analysis consists of (a) action process, the action process is divided into two, namely, the transactional action process and the transactional action process non-transactional. The process of transactional action/intructive verb means the word work that requires

objects (actors and goals). While the process of action non-transactional as well as transitive verbs means verbs that doesn't need an object. (b) Reactional process, Reactional process in visual metafunction is when the vector is formed by the eye line, and the direction views of one or more which means there is a reaction. (c) Mental processes, mental processes in visual metafunctions in the form of observable vectors in the video: in the form of a thought bubble that connects the sener and phenomenon. (d) Verbal processes in visual metafunctions are vector-shaped in the form of dialogue bubbles that connect sayer and speech. (e) Conversion process, goal as the only participant. While analysis conceptual consists of (a) analytical, in language metafunctions the same as the ownership relational process, (b) symbolic attribute, in language metafunctions are the same as relational processes identification, and (c) Classifical in language metafunctions the same as the attribute relational process.<sup>49</sup>

- b. Participants are people, or things or even places in the analysis. The participant's image is the object that stands out the most, through size, place in the composition, contrast against the background, color saturation, and sharp focus. (a) The action process has an actor as participant I and goals as participant II. (b) Reaction process with participant I is called a reactor, and participant II is called a phenomenon. The reactor is the participant that carry out the process of either human or animal, while the phenomena other participants can be formed. (c) The mental process has a participant I sener and participant II phenomenon. (d) The verbal process consists of sayer as participant I and utterance as participant II. (e) Conversion process, the only participant is goals. (f) Analytical participants are carrier as participle I and possessive attribute as participant II (b) symbolic

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<sup>49</sup> Kress Gunther and Theo Van Leeuwen, *Reading Images: The Grammar of Visual Design.*, second edition. (London: Routledge., 2006). P.63

attribute with participant I is (superordinate) the marker and participant II is (subordinate) marker (c) Classifical in the same language metafunction with the attribute relational process with participant I is (carrier) persons and participants II are (symbolic attribute) attributes.<sup>50</sup>

- c. The circumstance in the visual metafunction, as for the circumstance in the visual metafunction are (a) location related to where the process occurs, (b) related tools by means of processes shaped by tools by actions that are executed usually also form a vector. (c) Associates related to the process in which two objects of existence can be united as two elements.<sup>51</sup>

## 2. Interactive Meaning

Interactive meaning discusses the social relation between represented participants that refer to people, places, and things pictured in image and interactive participants that refer to the producer and the viewer of the image.<sup>52</sup> In this metafunction bring the view of the social relation between producers, audience, and existing object. There are four types of interpersonal metafunction including gaze, social distance, angle of camera and color. In this point, there are three aspects of interpersonal metafunction. The first aspect is gaze. It portrays as demand and offer gaze. According to Kress and van Leeuwen, offer gaze is a gaze that indirectly addresses the viewer.<sup>53</sup> On other hand, demand gaze that directly addresses the viewer. The essential point of the gaze is the main participant of image.

The second aspect of interpersonal metafunction is social distance, which concerns with the play of camera shot. The choices of the distance can suggest different relation between

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<sup>50</sup> Ibid. P.47

<sup>51</sup> Ibid. P.72

<sup>52</sup> Liu, "A Multimodal Discourse Analysis of the Interactive Meaning in Public Service Advertisement."

<sup>53</sup> Gunther and Van Leeuwen, *Reading Images: The Grammar of Visual Design*.

participant and viewer. This point is usually used to measure how the viewer's feel either close or far away from the participant. There are several types of camera shot, including close up shot, medium shot, and long shot. The close-up usually focuses on the position between the viewers towards the participants that is to close. A medium shot is a shot that cuts the subject at the waist or knees and used to when the participant wants to be socially communicative. A long shot suggests the significant distance between the participants and the viewers.

The third aspect is the angle of the camera. The selection of an angle or a point of view, implies the possibility of expressing a subjective attitude toward participants.<sup>54</sup> Three types of angle can be used in the visual image. They are a high angle, eye-level shot, and low angle. The high angle is the high angle that signals viewers have power over a subject. The eye-level shot that signals the absence of power difference and makes the viewers and the subject are considered equal. The last is the low angle in which the subject has power over the viewer.

### 3. The compositional meaning

Pattern of composition is related to arrangement of all the elements from the previous two patterns, the representation patterns' participants, with or without the vector and the gaze, size of frame, angle from the interaction patterns. Patterns of composition will see how these elements from the two patterns relate to each other, integrated into a meaningful whole. As Kress and van Leeuwen suggested, there are three inter-related systems that interpret the meaning of composition. They are information value, salience and framing.<sup>55</sup>

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<sup>54</sup> Asst Prof, Ahmed Sultan, and Sahar Abdul-razzaq Fattah, "A MULTIMODAL DISCOURSE ANALYSIS OF VISUAL IMAGES IN UNCHR REPORTS ON DISPLACED IRAQIS" 17 (2020).

<sup>55</sup> Yinyan Yao and Yanfen Zhuo, "A Multimodal Discourse Analysis of the Promotional Video of Hangzhou," *English Language Teaching* 11, no. 10 (2018): 121.

System of information value is a placement of elements in image zones that reflect the values of specific information. This is related to the placement, the division of left and right, top and bottom, center and margin. Based on habit on writing from left to right, left symbolises an area of written information, already happened, and oriented to past, certain things. Right area however gives idea that it is a place to be inscribed, expected to occur, oriented to the future, uncertain things. Thus the left area has been dubbed as given and the right area as new. Meanwhile the top position gives a considered generalized idea of information, ideal things, dubbed as ideal and the bottom position gives more specific information, closer to reality, dubbed as real. Center are reflects a source of mediations of the margins (sides). The center zones are crucial position in composition. Center-margin is to be combined together with left-right and top-bottom placement, usually dividing the area of a page into four zones.

Saliency is the arrangement of elements in the drawn participants or the representative participants, made to guide attention of viewers in different degrees. This include the placement in the foreground or background, the relative sizes of the participants, contrast tonal value (or color) and the differences of sharpness. Saliency determines a hierarchy among the participants in the images and can determine the location of the most prominent participants, with the help of information value.

Framing is associated with the presence or absence of a boundary line. It functions to connect or separate the represented participants or multi-images in one page. Framing is realized by elements that create a dividing line, real or imaginary or by the actual frame line. Elements that create a dividing line, for example walls, trees or empty spaces, making the elements in the images seem disconnected. Physical framelines are referred as segregation. In short framing degree describes the connection and/or disconnection of the elements. The empty space as an imaginary framing can be measured by the degree of the empty space between the elements in images. The actual frames can

increase the degree of segregation by thickening the frame line and lessening the degree by using a thin frame line.

### E. Intersemiotic Complementarity

This analysis is completed with intersemiosis analysis to understand the interaction between the verbal texts and the visual images Royce's Intersemiosis Complementarity framework. This framework illustrates the realization that verbal and visual modes co-operate in multimodal text and complement each other semiotically to produce a single textual phenomenon. Royce's framework of intersemiotic complementarity is based in the Systemic Functional Linguistic view of language as 'social semiotic' for its theoretical foundation. It refers to instances when semiotic modes complement each other to communicate a meaning or ideas that cannot be communicated better using only one mode.<sup>56</sup>

The meaning relations between the visual images and the verbal texts in the data are outlined in the Royce's Intersemiotic Complementarity below:

**Table 6 Intersemiotic Complementarity for Experiential Metafunction**

Intersemiotic Complementarity for Experiential Metafunction	
•	Repetition (R) i.e. Ideatical experiential meaning.
•	Synonymy (S) i.e. the same or similar experiential meaning.

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<sup>56</sup>Tomas Nakakuwa and Kavish Jawahar, *intersemiotic Complementarity in Namibian Physical Science Teacher's Classroom Practice*, African Journal of Research in Mathematics, Science and Technology Education, (2020), p.4

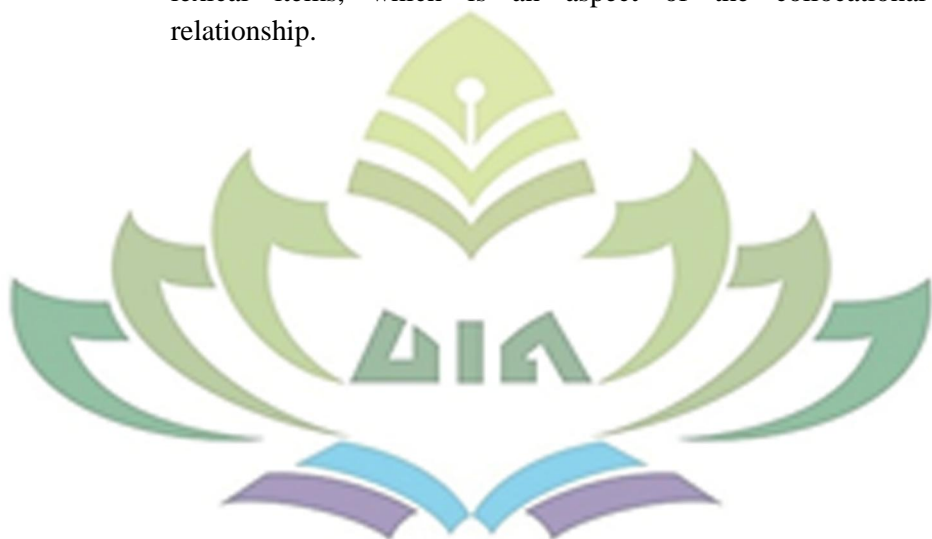


- Antonymy (A) i.e. opposite experiential meaning.
- Meronymy (M) i.e. the relation between part and whole of something.
- Hyponymy (H) i.e. the relation between a general class of something and its sub-classes.
- Collocation (C) i.e. expectancy of high probability to co-occur in a field or subject area.

In Intersemiotic Synonymy the experiential meaning of the two lexical items is the same or almost the same, and may often be used interchangeably. This can be seen in the synonymous relations between trade cycle and business cycle, between stocks, equities, and shares, and between market structure definitions such as perfect competition and pure competition. In Intersemiotic Antonymy the experiential meaning of the two lexical items is essentially one of opposition, as in long run and short run, increasing returns to scale and decreasing returns to scale, and the opposition of buyer with seller.

Intersemiotic Hyponymy involves a classification of the cohesive relations between a general class (termed the Superordinate) and its sub-classes (termed the Hyponyms and Cohyponyms), and vice versa. Meronymy involves a classification of the cohesive relations between the whole of something (termed the super-ordinate) and its constituent parts (termed the meronyms and co-meronyms). Intersemiotic Collocation as used in this study therefore involves a classification of the lexical relations between items which do not necessarily enter into the semantic relations discussed above such as hyponymy or meronymy etc., but do, in a general sense, have a tendency to co-occur as collocates in texts of different kinds in various fields.

This category may be defined as the relation (or association) between lexical items which have a tendency to cooccur due to the particular configuration of the register variable field. This relation will vary in strength depending on the particular text. For example the word cutting in a text on rose gardens may suggest collocates such as secateurs, shoots and off cuts, in an economics text words such as budget, spending and debts, or in a text on movies words like scenes, camera and lights. Thus there is an expectancy relationship occurring between the lexical items, which is an aspect of the collocational relationship.



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