

MULTIMODAL ANALYSIS OF INDONESIAN ELT TEACHING VIDEOS

THESIS

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ABSTRACT

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Key Words: *Multimodality, Multimodal Analysis, Indonesian ELT Teaching Videos*

Teaching video is media that provides information about the concept and procedures of teaching by using various modes or multimodality such as linguistic, visual, audio, gestural, spatial, and pictorial representation. Multimodality is the combination of various modes for strengthening, complementing, and expressing the meaning of an image or text expected to facilitate better learning. The aim of this qualitative research is to analyze the multimodality in Indonesian EL Teaching videos and the function of the combination of some modes in expressing the meaning for English teaching and learning in Indonesian EFL context. Using content analysis, this research collected and analyzed the possible existence of five modes of multimodality with the three metafunctions of ideational metafunction, interpersonal metafunction, and textual metafunction. The videos analyzed were Indonesian EL Teaching for grade eighth of Junior High School and grade tenth of Senior High School . The findings showed that the five modes (1) linguistic (2) visual (3) audio (4) gestural and (5) spatial of multimodality are all present in both videos. The modes are used in combination between two or more modes in a frame of Indonesian ELT Teaching Video. Moreover, this research also found the narrative process, mood structure of language expression, gaze, social distance, camera angle, and discourse arrangement. These elements are used in a frame combines with modes or multimodality and connected each other to create a meaning. From the combination of modes, it has function to present the message for the viewer of Indonesian ELT teaching videos to understand the whole content of video easier.

ABSTRAK

Jazilah, Nikmatul (2020). *Multimodal Analysis of Indonesian ELT Teaching Videos*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : Rizka Safriyani, M.Pd Advisor II: Dr. Siti Asmiyah, M.TESOL.

Kata Kunci : *Multimodality, Analisis Multimodal, Video Pembelajaran ELT Indonesia*

Video pembelajaran adalah media yang menyediakan informasi mengenai konsep dan prosedur dari mengajar dengan menggunakan berbagai mode multimodalitas seperti linguistik, visual, audio, gesture, dan spasial. Multimodality adalah kombinasi dari berbagai mode untuk memperkuat, melengkapi, dan mengekspresikan makna suatu gambar atau teks diharapkan dapat memfasilitasi pembelajaran yang lebih baik. Tujuan dari penelitian kualitative ini adalah menganalisa multimodalitas yang terdapat di Video Pembelajaran ELT Indonesia dan fungsi dari kombinasi beberapa mode dalam mengekspresikan makna untuk mengajar dan belajar bahasa Inggris dalam konteks EFL di Indonesia. Dengan menggunakan analisa konten, penelitian ini mengumpulkan dan menganalisis kemungkinan adanya lima mode multimodalitas dengan tiga metafungsi yaitu metafungsi ideasional, metafungsi interpersonal, dan metafungsi teks. Video yang telah dianalisis adalah Video Pembelajaran ELT Indonesia yang diproduksi oleh Kementerian Pendidikan dan Kebudayaan untuk mengajar bahasa Inggris di SMP dan SMA. Temuan menunjukkan bahwa ada lima mode (1) linguistic (2) visual (3) audio (4) gestural (5) spasial multimodalitas yang semuanya terdapat di kedua video. Moda- moda tersebut digunakan dalam kombinasi antara dua mode atau lebih dalam bingkai Video Pengajaran ELT Indonesia. Selain itu, penelitian ini juga menemukan proses naratif, struktur mood ekspresi bahasa, pandangan, jarak sosial, sudut kamera, dan pengaturan wacana. Elemen-elemen ini digunakan dalam sebuah bingkai bergabung dengan mode atau multimodalitas dan saling berhubungan untuk menciptakan makna. Dari kombinasi mode, itu berfungsi untuk menunjukkan pesan bagi pemirsa video pengajaran ELT Indonesia agar lebih mudah memahami seluruh isi video.

TABLE OF CONTENTS

ADVISOR APPROVAL SHEET.....	i
EXAMINER APPROVAL SHEET.....	ii
MOTTO.....	iii
DEDICATION SHEET.....	iv
PERNYATAAN KEASLIAN TULISAN.....	v
LEMBAR PERNYATAAN PUBLIKASI PERPUSTAKAAN.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES.....	xviii
LIST OF ABBREVIATION.....	xix
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study	1
B. Research Question	6
C. Objectives of the Study	6
D. Scope and Limitation of the Study.....	7
E. Significance of the Study	7
F. Definition of Key Terms	8
CHAPTER II.....	10

REVIEW OF RELATED LITERATURE.....	10
A. Theoretical Background	10
1. Teaching Video	10
a. Definition of Teaching Video	10
b. Characteristics of Good Teaching Video	11
2. Definition of Multimodality	11
3. Grammar Visual Design	14
a. Ideational Metafunction	14
b. Interpersonal Metafunction	14
c. Textual Metafunction	15
B. Review of Previous Studies	16
CHAPTER III.....	19
RESEARCH METHOD.....	19
A. Research Design.....	19
B. The subject of the Research	20
C. Data and Source of Data	20
1. Data	20
2. Source of Data	20
D. Research Instrument.....	21
E. Data Collection Technique.....	21
F. Data Analysis Technique	22
CHAPTER IV.....	43
FINDINGS AND DISCUSSION.....	25
A. Research Findings	25
1. Multimodality used in Indonesia ELTeaching Videos	25

a. Multimodality used in the video 1 (teaching video for Junior High School)	25
1) Linguistic Analysis.....	25
2) Visual Analysis :	26
3) Audio Analysis.....	27
4) Gesture Analysis	27
5) Spatial analysis.....	28
b. Multimodality in the video 2 (teaching video for Senior High School)	29
1) Linguistics Analysis :	29
2) Visual Analysis	30
3) Audio Analysis.....	31
4) Gesture Analysis	31
5) Spatial analysis.....	32
2. Multimodality Function Presented in Indonesian EL Teaching Video Based on Analysis of Three Metafunction Proposed by Kress And Van Leeuwen's.:	34
a. Ideational Metafunction	34
1) Ideational Metafunction in Video 1 (teaching video for Junior High School).....	35
a)Teaching Preparation	35
b) Giving Stimulation.....	37
c) Identifying the Problem Statement.....	38
d) Collecting the data	39
e) Processing the data.....	40
f) Verification.....	42
g) Generalization.....	43

2) Ideational Metafunction in Video 2 (teaching video for Senior High School)	43
a) Building Context	44
b) Text Deconstruction.....	45
c) Joint Construction	45
d) Verbal Independent Construction)	46
e) Written Independent Construction	47
b. Interpersonal Metafunction	49
1) Interpersonal Metafunction in Video 1 (teaching video for Junior High School)	49
a) Teaching Preparation.....	50
b) Giving Stimulation	50
c) Identifying the Problem Statement	53
d) Collecting the data	54
e) Processing the data	56
f) Verification.....	57
g) Generalization	59
2) Interpersonal Metafunction in Video 2 (teaching video for Senior High School).....	60
a) Building Context	60
b) Text Deconstruction	63
c) Joint Construction.....	64
d) Verbal independent construction	66
e) Written independent construction.....	67
c. Textual Metafunction	69
1) Textual Metafunction in Video 1(teaching video for Junior High School).....	70

2) Textual Metafunction in Video 2 (teaching video for Senior High School)	71
B. Research Discussion	73
1. Modes of multimodality used in Indonesian ELT teaching videos	73
a. Linguistic mode	73
b. Visual mode	74
c. Audio mode	75
d. Gestural mode	76
e. Spatial mode	77
2. Multimodality function presented in Indonesian ELT teaching videos	78
a. Ideational metafunction	78
b. Interpersonal Metafunction	79
c. Textual Metafunction	80
CHAPTER V	83
CONCLUSION AND SUGGESTION	83
A. Conclusion	83
B. Suggestion	84
REFERENCES	85

LIST OF TABLES

Table		Page
Table 4.1	Mood Structure of Figure 4.21	51
Table 4.2	Mood Structure of Figure 4.22	53
Table 4.3	Mood Structure of Figure 4.23	55
Table 4.4	Mood Structure of Figure 4.24	57
Table 4.5	Mood Structure of Figure 4.25	58
Table 4.6	Mood Structure of Figure 4.26	60
Table 4.7	Mood Structure of Figure 4.27	61
Table 4.8	Mood Structure of Figure 4.28	63
Table 4.9	Mood Structure of Figure 4.29	65
Table 4.10	Mood Structure of Figure 4.30	67
Table 4.11	Mood Structure of Figure 4.31	68

LIST OF FIGURES

Figure	Page
Figure 3.1 The teacher explained definiton of character	24
Figure 4.1 The teacher explained meaning of character	28
Figure 4.2 The students did a quiz	29
Figure 4.3 The teacher explained instruction of assignment	32
Figure 4.4 The teacher explained instruction of assignment	34
Figure 4.5 The teacher did the teaching preparation	36
Figure 4.6 Tools for teaching	37
Figure 4.7 The teacher explained the definition of character	37
Figure 4.8 The teacher gave instruction the students	38
Figure 4.9 The students discussed the worksheet together	39
Figure 4.10 The teacher gave instructions about group work	40
Figure 4.11 The students discussed with their group work	41
Figure 4.12 The teacher took a score	41
Figure 4.13 The students did window shopping activity	42
Figure 4.14 The students did a quiz	43
Figure 4.15 The teacher will show the video	44
Figure 4.16 The students did the assignment	45
Figure 4.17 The students did an Achievement Game	46

Figure 4.18	The students performed a talk show	47
Figure 4.19	The students did chat activity	48
Figure 4.20	The teacher did the teaching preparation	50
Figure 4.21	The students did the assignment	51
Figure 4.22	The students discussed the worksheet together	53
Figure 4.23	The teacher discussed the worksheet together	55
Figure 4.24	The students discussed with their group work	56
Figure 4.25	The teacher explained the rules of window shopping activity	58
Figure 4.26	The students did a quiz	59
Figure 4.27	The teacher did apperception	61
Figure 4.28	The students did worksheet	63
Figure 4.29	The students did worksheet	64
Figure 4.30	The teacher explained the rules of talk show	66
Figure 4.31	The teacher explained the rules of chat activity	68
Figure 4.32	The teacher gave a stimulus to the students	70
Figure 4.33	The students did the worksheet	72

LIST OF APPENDICES

Appendix

Appendix 1

Surat Tugas

Appendix 2

Surat Validasi

Appendix 3

Kartu Konsultasi Skripsi

Appendix 4

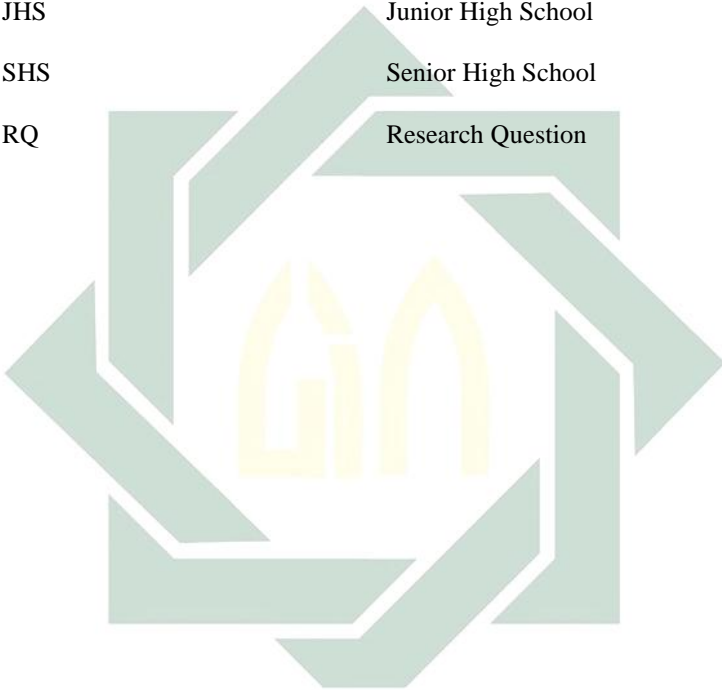
The Result of Document Analysis Instrument 1

Appendix 5

The Result of Document Analysis Instrument 2

LIST OF ABBREVIATIONS

ELT	English Language Teaching
JHS	Junior High School
SHS	Senior High School
RQ	Research Question



CHAPTER I

INTRODUCTION

This chapter discusses the general issues related to the present research. It provides some information including the background of the study, research question, the objective of the study, the significance of the study, scope, and limitation of the study, the last is the definition of key terms.

A. Background of the Study

Video is one of the media for language teaching and learning among various kinds of technology. According to Richard and Renandya, video is a very dense medium that combines diverse visual elements and various audio experiences besides spoken language¹. This means that video enables us to watch the moving image and listen to the sound or music that contributes to conveying the information contains in the video. Nowadays, the development of technology has been brought a big impact on English Language Teaching (ELT). It has led to the hope that the communication and information tools become increased in many ways, such as video for learning about how to teach English based on the strategy or method applicable in the curriculum.

With such development of technology, particularly that of video, many people or institutions create videos for teaching and learning. Teaching video has meaning as a media that provide audio and visual elements that bring the messages of good learning contains the concept, principles, procedures, and theories of knowledge application to help in the understanding of learning material². Therefore, there are so many teaching videos available from many resources and become accessible to teachers. They provide some guidelines about how to teach in a good way and give descriptions about planned activities that can be implemented in

¹ Jack Richard and Willy Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002), 364.

²Riyana, Cheppy, *Pedoman Pengembangan Media Video*. (Jakarta: P3AI UPI, 2002), 2

learning activities by using methods in accordance with the applicable curriculum.

In the Indonesian ELT context, video is also used by the government as media to socialize the implementation of the 2013 curriculum. The Ministry of Education and Culture produced some videos about teaching English based on the 2013 curriculum that can be accessed easily for everyone, including the teachers on YouTube (see <https://www.youtube.com/watch?v=V71FeqWVHAw&t=75s>). YouTube is a popular platform used by the mixed crowd of all ages. You can publish various kinds of content without worrying whether it will find its viewers³.

This video was produced by The Ministry of Education and Culture by choosing the school to take the video of teaching english with certain topic then uploading the video on Youtube by the school or other people. By uploading the teaching videos on YouTube, it can make it easy for everyone, especially for English teachers in Indonesia, to get information about how to teach English based on the Indonesian 2013 curriculum.

In the implementation of the 2013 curriculum, there are some aspects that the teachers have to design learning like using the teaching techniques that are suggested and become the characters of the 2013 curriculum. The 2013 curriculum is a curriculum in which prepared to produce a generation of students who are ready to face the future and also prepared to anticipate the developments in the future⁴. Moreover, the process of learning in the 2013 curriculum emphasizes more on the activeness of students learning independently⁵. The teachers are expected to have multifunctional competencies to build students' attitudes, knowledge, and skills of the students.

Unfortunately, there are some teachers who still don't understand how to implement the teaching techniques in the 2013

³ Marina Grubišić, "An Analysis of Multimodal Features of YouTube Videos" (University of Zagreb, 2018), 3.

⁴ Dian Nashrul Munif, "Implementasi Kurikulum 2013 Mata Pelajaran Bahasa Inggris Di Smp Negeri 9 Madiun," *An-Nuha* 2, no. 2 (2013): 24.

⁵Shafa, "Karakteristik Proses Pembelajaran Kurikulum 2013," *Dinamika Ilmu* 14 (2014): 81.

curriculum, which should have been implemented since the curriculum was applicable. According to the result of the study done by Jusnita and Ismail, the implementation of the 2013 curriculum, especially the scientific approach in the teaching and learning process for the English subject of Junior High School in Ternate, has not been maximized. One of the obstacles faced by the teacher is the lack of training and workshops conducted by the Provincial Education Office and the City Education Office⁶. Based on the problem described, the Ministry of education and Culture produces some videos about teaching English based on the 2013 curriculum.

In the video of teaching English, there is a description of good teaching methods. Moreover, in the video, the language, sound, and animation available can contribute to conveying meaning to the audience. The video provides various modes to convey the meaning, such as verbal, visual, and audio elements of multimodality in the video of teaching. It is such multimodality provided in Indonesian ELT teaching videos that this research explored. Furthermore, this research also analyzed the modes provided on the video and how those modes can bring the message from the video so the audience can understand what the message presented on the video.

Multimodality is the utilization of some semiotic modes in product design, or even at the same time and using the specific way to combine the modes to strengthen, complement each other, or exist in a specific arrangement⁷. According to Chen, multimodality understands how the source of verbal semiotic and visual semiotic used to realize the type and level of dialogic engagement in a textbook⁸.

The study of multimodality is needed by someone to understand the complexities of meaning. Multimodality is the way how people were communicating with other people using different

⁶Naniek Jusnita and Anwar Ismail, "Implementasi Kurikulum 2013 Dalam Pembelajaran Bahasa Inggris Di Smp Kota Ternate," *Edukasi* 16 (2018): 10.

⁷Gunther R. Kress, *Multimodality: A Social Semiotic Approach to Contemporary Communication* (London ; New York: Routledge, 2010).

⁸Chen, Y. 2010. *Exploring Dialogic Engagement with Readers in Multimodal EFL Textbooks in China*. Visual Communication.

modes at the same time. Therefore, multimodality aims to understand the text's power and meaning in several modes such as verbal, non-verbal, audios, visual, and aural⁹. The combination of various modes help someone to get and understand the meaning of the image or text.

The function of multimodality especially for education is to help the people to find the knowledge in a complex way according to the understanding of images, acronyms, icons, symbols, that guide them in their learning¹⁰. The study of analyzing the multimodality in video teaching especially in English language teaching (ELT) makes the teacher be able to determine the aspect of multimodality on the video, then give them the description about how to teach English in the certain basic competence by providing some features and modes of multimodality.

There are a number of studies focusing on multimodality. Some researchers have analyzed multimodality in advertisements such as advertisement from TV commercials and video advertisement on YouTube (see Ima¹¹ and Rio¹²). The first study focuses on the advertisement of four fast-food TV commercials. The researcher also investigates how multimodality analyzed can be used to teach advertisement and stimulate the student's critical thinking¹³. Next, a study of multimodality in smartphone advertisement analyzes the multimodality in *the Samsung S9* audiovisual advertisement. The finding shows that there are five generic structures from the video advertisement, which are lead, display,

⁹Gunther R. Kress and Theo van Leeuwen, *Reading Images: The Grammar of Visual Design*, 2. ed., reprinted. (London: Routledge, 2006).

¹⁰Cermen Luke, "Pedagogy, Connectivity, Multimodality, and Interdisciplinary," *Reading Research Quarterly* (2003): 397.

¹¹Ima Kusumastuti, "Multimodal Analysis of TV Commercials In Teaching Advertisement: Stimulating Students' Critical Thinking," *IJEE (Indonesian Journal of English Education)* 5, no. 1 (November 26, 2018), accessed November 25, 2019, <http://journal.uinjkt.ac.id/index.php/ijee/article/view/8072>.

¹²Rio Satria Nugroho, "The Concept of Beauty YOUC1000 2016 Video Advertisement : A Multimodal Analysis" (Universitas Airlangga, 2017).

¹³Kusumastuti, "Multimodal Analysis of TV Commercials In Teaching Advertisement."

emblem, announcement, visit, and call¹⁴. The following study is a multimodal analysis from the video advertisement of YOUC1000. The researcher focuses on the beauty concept in that video advertisement¹⁵. Next, there is a study focused on multimodal analysis on the news. For example, is analyzing news media of race during hurricane Katrina. The finding showed that the news media used linguistic and visual modes represents the minority of citizens as collective-less agents group¹⁶. The last study is focused on analyzing the multimodality in English teaching video for pre-school. The researcher takes one video from WOW ENGLISH channel on YouTube to be analyzed. The result of this study showed that the video contains linguistic and non-linguistic aspects also fulfill the criteria of manipulation, context, and kinesthetic so that the video is suitable to teach pre-school children because the video was attractive, communicative, and interactive¹⁷.

Most of the studies have been concentrated on multimodal analysis in the advertisement, news, and video as media of teaching English for Pre-school children. This research focused on analyzing the multimodality of teaching video in ELT, particularly in the Indonesian EFL context. This study was designed to analyze the verbal and visual elements of teaching video and how those modes can combine and present ELT teaching video's meaning, particularly in the Indonesian context. There are two teaching videos analyzed

¹⁴Mauliydia Tamara Savitri and Rusdi Noor Rosa, "A Study of Multimodal Analysis In Smartphone Advertisement," *E-Journal of English Language and Literature* 8, no. 3 (2019): 12.

¹⁵Nugroho, "The Concept of Beauty YOUC1000 2016 Video Advertisement : A Multimodal Analysis."

¹⁶ Joseph L Craig, "Re-Inscribing Racial Separation: A Multimodal Discourse Analysis of The News Media's Representations of Race During Hurricane Katrina" (University of Dayton, 2013).

¹⁷Mahsyurotun Nikmah, "Multimodal Analysis in English Teaching Video for Pre-School Children," in *Proceedings of the International Conference on Language Phenomena in Multimodal Communication (KLUA 2018)* (Presented at the International Conference on Language Phenomena in Multimodal Communication (KLUA 2018), Surabaya, Indonesia: Atlantis Press, 2018), accessed November 25, 2019, <http://www.atlantis-press.com/php/paper-details.php?id=25900088>.

in this research. The first is teaching video of teaching Junior High School, and the other is teaching video of Senior High School. Those videos to be the subject of this research because the researcher analyzed and compared whether there are differences between the two videos regarding the multimodality aspects contained in each video. Thus, this research is important to give detailed information about multimodal literacy which brings the message to viewers of the teaching video.

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 for Junior High School and Senior High School based on the applicable curriculum 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.

B. Research Question

Based on the background above, the research questions analyzed are the following.

1. What modes are used in Indonesian ELT teaching video?
2. How does multimodality function to bring the message presented in Indonesian EL teaching video?

C. Objectives of the Study

Based on the problems of the research questions formulated, the objectives are :

1. to analyze the multimodal features in Indonesian ELT teaching video;
2. to investigate how the modes bring the messages toward Indonesian ELT teaching video.

D. Scope and Limitation of the Study

According to the topic discussion of the problems that have been mentioned before, the scope of this research talked about the ideational metafunction, interpersonal metafunction, and textual metafunction proposed by Kress and van Leeuwen theory on Indonesian ELT teaching videos. Therefore, this study only discusses multimodal analysis from the video of Indonesian ELT teaching based on curriculum 2013 for Junior High School in eighth grade and Senior High School in tenth grade. The grade chosen because the two videos are having good contents both in the depiction of learning activities and the multimodal aspect displayed.

E. Significance of the Study

The result of this research is expected to give a contribution to education some significance as follows.

1. For the English Teacher

The finding of this research can be expected to reference for the teacher in using the same modes of multimodality to teach English for Junior High School and Senior High School so the teacher can fulfill the needs of different student's learning style characteristics in learning English.

2. For the Students

The result of this study is expected to give achievement to students, especially students of the English Language Education Department, in exploring the finding of the research and practice to teach using various semiotics of multimodality.

3. For the Readers

The result of this study is hoped to give the information to the reader about how the video was made and to provide guidance to the reader about how to make good teaching video by having attention with the aspects of multimodality such as visual, verbal, and audio so it can convey the meaning to the audience.

4. For the Future Researchers

The result of this research helps the other researcher to improve their ability to determine the topic of research. They can

analyze multimodality in other topics in the field of English Language Teaching ELT and make it more specific and depth from the multimodality perspective.

F. Definition of Key Terms

1. Indonesian ELT Teaching Video

Indonesian ELT teaching video is media that contains visual, verbal, and audio elements as visual communication to give training to the teacher about how to teach ELT in the Indonesian context. In this research, Indonesian ELT teaching video refers to media about teaching in ELT for Junior High School and Senior High School based on the Indonesian 2013 curriculum downloaded from YouTube containing visual, verbal, and audio elements of communication in English.

2. Multimodality

Multimodality defined as a technical term that has the purpose to show the meaning by utilizing various semiotic¹⁸. In this research, multimodality means visual design that contains (a) linguistic (b) visual (c) audio (d) gestural (e) spatial elements used for showing the meaning from the video of English materials that we analyzed from the various semiotic modes.

3. 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 text¹⁹. In this research, multimodal analysis means interpreting the data by using some modes of

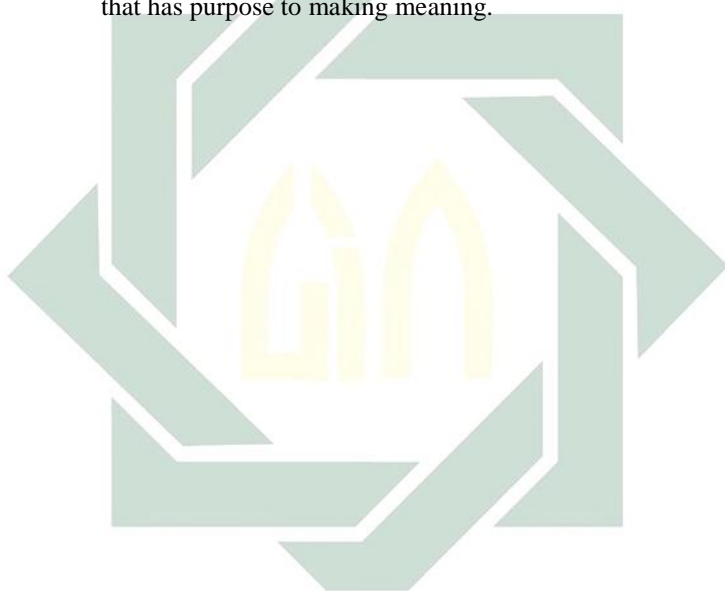
¹⁸Rick Iedema, "Multimodality, Resemiotization: Extending the Analysis of Discourse as Multi-Semiotic Practice," *Visual Communication* 2, no. 1 (February 2003): 29–57.

¹⁹ Kay L. O'Halloran and Bradley A. Smith, "Multimodal Text Analysis," *the National University of Singapore* (n.d.): 13.

visual, verbal, and audio elements and how it presents the message from the Indonesian ELT teaching video.

4. Mode

Mode is the result of the social and historical formation of material chosen by the society for representation or communication in which no name has been suggested²⁰. In this research, Modes is defined as the communication tools covers visual, linguistic, audio, gestural, and spatial semiotic systems that has purpose to making meaning.



²⁰ Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 11.

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Theoretical Background

1. Teaching Video

a. 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 students²¹. 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 learn²². While the definition of the video is a form of multimedia that tells the information using simultaneous sensory channels, which are aural and visual²³. Moreover, according to Meyer, the video often uses multiple modes like verbal and pictorial represent captions on the screen print and closed-captioning²⁴. 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.

²¹A. H. Sequeira, "Introduction to Concepts of Teaching and Learning," *SSRN Electronic Journal* (2012), accessed November 26, 2019, <http://www.ssrn.com/abstract=2150166>.

²²Detlef Prozesky, "Teaching and Learning," *South Africa* 13, no. 34 (2000): 2.

²³Emily Cruse, "Using Educational Video in the Classroom Theory, Research and Practice," *Library Video Company* (n.d.): 24.

²⁴Richard Mayer, *Multimedia Learning*, Second edition. (New York: Cambridge University Press, 2001), 62.

b. 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 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 homework²⁵. 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.

2. 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

²⁵ Cynthia J. Brame, "Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content," *Vanderbilt University, Nashville* (2016): 6.

from various semiotic²⁶. In conclusion, multimodality combines visual and verbal elements for strengthening, complementing, and expressing the meaning of an image or text.

Halliday (in Kress and Van Leeuwen) states about the concept of meaning. Meaning is the potential to be learned by referring to social context. It can easy to understand and get the meaning from the text using various modes that combine both verbal and visual elements formed only single-mode²⁷. 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 Bull²⁸. 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 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 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 include in this semiotic system are direction, proximity, the position of layout,

²⁶Jedema, "Multimodality, Resemiotization."

²⁷Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, (London: Routledge, 2006), 2.

²⁸Michele Anstey and Geoff Bull, "Helping Teachers to Explore Multimodal Text," *Curriculum & Leadership Journal* 8, no. 16 (n.d.): 4.

space of the objects²⁹. Those components of 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 another³⁰. In conclusion, every mode has its function in expressing its meaning and will complete each other.

3. 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 text³¹. 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 suggested³². 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 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 meaning³³. 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.

²⁹Ibid.

³⁰Ibid., 20.

³¹ Kay L. O'Halloran and Bradley A. Smith, "Multimodal Text Analysis," *the National University of Singapore* (n.d.): 13.

³² Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 11.

³³ O'Halloran and A. Smith, "Multimodal Text Analysis," 4.

3. Grammar Visual Design

Kress and Van Leeuwen explained Grammar Visual Design and described three metafunctions in analyzing the multimodality. This concept is adopted from the idea of Systemic Functional Linguistic by Halliday³⁴. Three metafunctions consist of Ideational metafunction, Interpersonal metafunction, and textual metafunction.

a. Ideational Metafunction

Ideational metafunction is describing the object, 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 narrative process and participants. The narrative process explains the action of the participants in any pictures and videos. Moreover, the actional process and reactional process are included and become the main kinds of the narrative process. There are two participants on the image. The first is represented participants; it is the primary object on the image. The second is an interactive participant; it is an object as a viewer that was looking at represented participants. Another aspect that also important is color. Different colors will bring different meaning³⁵. In this research, the interaction between teacher and student will be analyzed and described based on the action process between the participants contain in the video.

b. Interpersonal Metafunction

Interpersonal metafunction is contained the function of social interaction. In this metafunction bring the view of the social relation between producers, audience, and existing object. Kress and van Leeuwen divided interpersonal metafunction into

³⁴Halliday Matthiessen, *An Introduction to Functional Grammar*, Third Edition. (London ; New York: Oxford University Press, 2004).

³⁵Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 42.

five aspects³⁶. Those aspects are verbal mode, gaze, color, distance, and angle. Verbal modes on the Kress and Van Leeuwen analysis are according to speech role principle by Halliday and Matthiessen³⁷. Gaze 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 the interpersonal metafunction, we look at how relationships created between the maker, the viewer, and the object in the image³⁸. In this research, the video will be analyzed about how the video was taken like a camera angle, the distance and color will be analyzed.

c. 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 meaning and also the information value. In textual metafunction, Kress and van Leeuwen offer the two possible arrangements of the image, which are horizontal axes and vertical axes³⁹. In horizontal axes, there are three kinds of image placements in the image. The first is given; it means the image on the left side of an image. The second is center position; it means the image in the middle of the image. The last is a new position; it means the image on the right side of pictures.

Moreover, in vertical axes explain, there are three possible placements of elements. The first is the top area, which means showing the point of idealized or generalized information. The second is the bottom zone, which means illustrate more specific information. The last is center-margin, which means it

³⁶Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 88.

³⁷Matthiessen, *An Introduction to Functional Grammar*, 325.

³⁸Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 42–43.

³⁹Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 87.

shows something to be presented as the primary information in which all the elements are in some sense⁴⁰. In this research, the researcher analyzed the position of the text on the video then classify whether it including in horizontal axes or position axes.

In order to analyze about multimodality, verbal elements such as word, phrase, and sentence then visual elements such as images, color, gesture, icons, gaze from teaching ELT video in Indonesia will be analyzed using the theory of Grammar Visual Design by Kress and Van Leeuwen⁴¹. By doing an analysis of multimodality, it found the features of modes using in the Indonesian ELT Teaching video and the function of each mode to present the meaning.

B. Review of Previous Studies

Several studies of multimodality were conducted in different focus and object. For examples are analysis of multimodality in the advertisement, analysis of multimodality in Celebrities Instagram account, analysis of multimodality in the promotional video, etc. Moreover, the study of multimodality in ELT teaching video in the Indonesian context is different from others. The researcher analyzed the multimodality in the video of English language teaching produce by the Ministry of Education and Culture.

There are five previous studies related to this study. The first study was done by Kusumastuti, Ima⁴². The researcher concerns about analyzing multimodality in the advertisement of fast food from TV Commercials such as Burger King, KFC, McDonald, and Wendy. The finding of the research becomes important to be implemented at school to stimulate students' critical thinking. As the result of the study, the research writes the example of teaching procedures in teaching advertisement for ninth grade of Junior High School using multimodality that already analyzed. Thus, the difference of this study and my research is this research analyzing an advertisement of TV commercials to teach advertisement whether my research focuses on

⁴⁰Ibid., 43.

⁴¹Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*.

⁴²Kusumastuti, "Multimodal Analysis of TV Commercials In Teaching Advertisement."

analyzing the multimodality in teaching video in the Indonesian ELT context.

The other research is conducted by Muhammad Ansori and Lita Taopan⁴³. This study 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 mentions 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. It's different from my research that focuses on analyzing the video of teaching in ELT.

The third study is done by Rio⁴⁴. The researcher discussed the beauty concept found in the video advertisement based on the perspective of multimodality. The researcher analyzes the advertisement in every scene. The result of this study showed that the researcher found some features of beauty in the advertisement, such as comparison, sacrifice, creativity, health, and passion in which construct the inner beauty. It was different from my research that focused on analyzing the video of teaching.

The fourth study conducted by Suprakisno⁴⁵. The researcher analyzed the five modes of multimodality in the advertisement for 'Indomie.' The five modes include linguistic, visual, audio, gestural, and spatial. The finding of this research showed that there five semiotic systems in the advertisement, and five of them were connected to produce the meaning of advertisement to attract the people. It was different from this research that analyzed the video of teaching English.

⁴³ Muhammad Ansori and Lita Liviani Taopan, "A Multimodal Discourse of Promotional Video," *Elite Journal* 6, no. 1 (June 2019): 18.

⁴⁴ Nugroho, "The Concept of Beauty YOUNG 1000 2016 Video Advertisement : A Multimodal Analysis."

⁴⁵ Suprakisno, "Analisis Multimodal Iklan 'INDOMIE,'" *Fakultas Bahasa dan Seni Universitas Negeri Medan* (2015).

The last study is done by Mahsyurotun Nikma⁴⁶The researcher analyzed video as media of English teaching for pre-school children. The researcher took the video from the channel of WOW ENGLISH TV on YouTube. The finding of the research showed that the video contains both sides of the linguistic and non-linguistic aspects. Furthermore, the video also fulfills the criteria of physical manipulation, context, and kinesthetic interaction by Jewit theory. Moreover, the video is suitable for teaching pre-school students because it was interactive, attractive, and communicative. This research is different from my research only focuses on multimodal analysis in ELT teaching video for Junior High School and Senior High School.

To conclude from those previous research, this study is different from others. In this research, the researcher will analyze multimodality in the Indonesian ELT teaching video. The researcher chooses the ELT teaching video for Junior High School and Senior High School. The researcher will examine the Indonesian ELT teaching video using three metafunction aspects from the theory of Multimodality by Kress and van Leeuwen. Multimodal analysis in Indonesian ELT teaching videos makes different from previous studies because most of them analyzed the multimodality in the advertisement. The other analyzed the multimodality on video promotion and video for teaching pre-school students. Therefore, this study is essential to describe the multimodality aspect of Indonesian ELT teaching videos, both visual and verbal elements, using ideational metafunction, interpersonal metafunction, and textual metafunction.

⁴⁶Nikmah, "Multimodal Analysis in English Teaching Video for Pre-School Children."

CHAPTER III

RESEARCH METHOD

This chapter discussed some aspects related to the method used by the researcher. This chapter explains some information about the research design, the data collection technique, and the data analysis technique.

A. Research Design

To answer the research question based on the purpose of the research that analyzes multimodality in ELT teaching videos, this study used qualitative research that focused on the analysis or interpretation of data. Hancock, Ockleford, & Windridge stated that qualitative research is concerned with developing an explanation of social phenomena⁴⁷. The method used in this research is descriptive qualitative. According to Creswell, descriptive studies are designed for finding a fact about actual phenomena through the process of collecting data, analyzing and interpreting based on the analysis result⁴⁸. This, it can be concluded that a qualitative descriptive study is the study of social phenomena based on the factual condition of phenomena.

The selection of descriptive qualitative design is because this study aimed to explore, identify, analyze, and describe the multimodality in the ELT teaching video used in Indonesian class as Indonesian ELT phenomena. The research collected the data by analyzing the modes used in the teaching video for Junior High School and Senior High School and how the multimodality function brings and contributes to the message presented in the Indonesian ELT teaching video.

⁴⁷Beverley Hancock, Elizabeth Ockleford, and Kate Windridge, "An Introduction to Qualitative Research," *Qualitative Research* (2009): 7.

⁴⁸John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 183.

B. The subject of the Research

The subject of this research is the Indonesian ELT teaching video. The videos were downloaded from YouTube. The videos were produced by the Indonesian Ministry of Education and Culture. The research took two teaching videos from Junior High School that produced in 2018 and teaching video of Senior High School that produced in 2016 for analyzing multimodality in visual, verbal, and audio elements. To identify the video, the research used content analysis. After download and watch the video, the researcher analyzed the video based on the theory. The video selected because contains the good learning activities and include the multimodal aspects being analyzed. The other criterion of the video was the presence of the Ministry of Education and Culture's logo in the opening of the video.

C. Data and Source of Data

1. Data

The data used in this study is the modes and function used in Indonesian ELT teaching video. This research analyzed modes contains linguistics, visual, audio, gestural and spatial such as the language expression used, the picture or video used, the gesture of teacher when teaching, and the distance between teacher and students. Furthermore, it also described the function of modes multimodality on video.

2. Source of Data

The source of data of this research is the Indonesian ELT teaching video. The researcher took one video of teaching for Junior High School from YouTube (<https://www.youtube.com/watch?v=V71FeqWVHAW&t=30s>) and one teaching video for Senior High School from YouTube (<https://www.youtube.com/watch?v=ADbbEtPiL1E&t=46s>) . The researcher took one video for each level because the researcher wants to analyze the multimodality aspect contains in the video. The criteria of videos chosen by the researcher was the video produced by the government. Moreover, the videos also showed good teaching

and learning activities and also used modes of multimodality in the interaction between teacher and students. Furthermore, by taking one video of teaching for Junior High School and one video of teaching for Senior High School enables comparison of the multimodality aspects on each video about what is the difference between those videos in the perspective of multimodality analysis.

D. Research Instrument

This research is content analysis in which the researcher is the key instrument that has an important role in collecting and analyzing the data. It can be called a non-participant researcher. Furthermore, in this study, the researcher has a function as an observer and data collector. As the main instrument, the theory by Anstey and Bull, Kress and Van Leeuwen to be the guidelines references for the researcher. There are five types of modes in Multimodality proposed by Anstey and Bull. Moreover, to analyze the message presented from the multimodality function, the researcher uses the theory of Kress and Van Leeuwen contains Ideational Metafunction, Interpersonal Metafunction, and Textual Metafunction. This study also uses a checklist as an instrument. The purpose of the checklist column is to answer the research question of this study.

E. Data Collection Technique

The method for this data collection is content analysis. To get the data of the study, several steps were taken.

1. The researcher downloaded two Indonesian ELT teaching videos (teaching video for Junior High School and Senior High School) from YouTube.
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) and based on three metafunctions (ideational metafunction, interpersonal metafunction, and textual

metafunction) theory by Kress and van Leeuwen⁴⁹ (see appendix 4 and 5).

F. Data Analysis Technique

After collecting the data, the researcher analyzed the data. The researcher uses the theory of multimodality proposed by Anstey and Bull⁵⁰ Kress and Leeuwen⁵¹. The researcher analyzed three metafunctions which are ideational metafunction, interpersonal metafunction, and textual metafunction. Below are the steps to analyze the data.:

1. Watching two ELT teaching videos one by one several times, then take notes if the modes rise about verbal, audio, and visual elements found on the ELT teaching video as well as ideational metafunction, interpersonal metafunction, and textual metafunction.
2. Organizing the data by classifying into five modes of multimodality also the ideational metafunction, interpersonal metafunction, and textual metafunction on the table instrument.
3. Describing the data starting from the five modes of multimodality which are linguistic, visual, audio, gestural, and spatial.
4. After that, the ideational metafunction in which the researcher analyzes the narrative process in the video about the objects in two processes (action process and reaction process). Moreover, participants like people, places, and things. Then, the color of something like clothes and background also will be identifying.
5. The next is analyzing the interpersonal metafunction. In interpersonal metafunction, the researcher analyzed the verbal element from the utterance of the model contain on the video in each scene that the researcher analyzed it. The utterance was analyzed by categorizing the mood structure by Halliday and Matthiessen⁵² theory. For the visual element, the researcher analyzes how the depicted person and the viewer can convey a

⁴⁹Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*.

⁵⁰ Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

⁵¹Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*.

⁵²Matthiessen, *An Introduction to Functional Grammar*

sense of interaction, it can be analyzed from the camera angel, gaze, and distance.

6. The last is textual metafunction. The researcher analyzed the verbal elements by categorizing the modes into three possible arrangements divided into three types: vertical axis, horizontal axis, and center-margin. Furthermore, the researcher also describes the main information in every scene about how the interaction between teachers and students in the video's teaching and learning process.

G. Checking Validity and Finding

The researcher conducted the analysis of multimodality as well as the function in two videos of Indonesian ELT Teaching Video. This study is qualitative study which needs the validity of data. In developing the trustworthiness of the data, there are several ways can be chosen which are Member checking, Triangulation, and Auditing⁵³. For this study, the researcher used triangulation technique to check the validity of the data.

Triangulation means using various data, using more than one theory, several analytical techniques, and involve more researchers⁵⁴. Moreover, according to Denzim cited in Bryman, Triangulation refers to an approach that uses many observers, theoretical perspectives, data sources, and methodology⁵⁵. In this study, the researcher used theory triangulation to check the validity of the study. There some theory used by the researcher to analyze the data.

⁵³ J.R Raco, *Metode Penelitian Kuantitatif* (Jakarta: PT Gramedia Widiasarana Indonesia, 2010), 134.

⁵⁴ Ibid,134.

⁵⁵ Alan Bryman, *Social Research Methods*, 4th ed. (Oxford University Press, 2012), 392.

Example of analysis Gesture Analysis



Figure 3.1 The teacher explained the definition of character

The figure is captured from the video on the duration between 8.14-8.40. The modes found, such as the gestures, camera angle, social distance between students and the teacher. In this figure, tells about the teacher are explaining about characters in a story. It started when there a student asks about the meaning of characters. Then the teacher didn't directly explain the definition of characters. However, the teacher asks some questions to build students' critical thinking like "do you know the story of Sangkuriang?". Then the teacher said that Sangkuriang, Dayang Sumbi, and Situmang are the characters. After that, the student who asks before concluded that characters means 'tokoh'. In the 2013 Curriculum in Indonesia, the teachers have to build Critical and Creative Thinking by asking some questions so the students can find answers by concluding the teacher's explanation.

In this scene, including in action process in Ideational Metafunction. The actor is the teacher and the goal is the students. The students to be a goal because they are listening to the teacher explanation. The goal is the participant who receives the action⁵⁶. While the teacher to be the actor because she becomes more prominent than the students. It is looked at from the camera shoots to the full face of the teachers.

⁵⁶Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the result of data analysis. This chapter focuses on presenting the multimodality aspects of the EL Teaching video. There are two parts in this chapter, the first describing modes of multimodality from the video. The second describes how those modes presenting the message on the Indonesian ELTeaching Video.

A. Research Findings

To answer the first research question about modes are used in the Indonesian ELT teaching video, the researcher mentions some criteria of modes based on some theoretical sources. The analysis of modes used in the Indonesian ELTeaching Video will be described as follows.

1. Multimodality used in Indonesia ELTeaching Videos

a. Multimodality used in the video 1 (teaching video for Junior High School)

1) Linguistic Analysis

Written text :

In every learning activity, there a written text about learning steps based on Curriculum 2013. Those are giving the stimulation, identifying the problem statement, collecting the data, processing the data, verification, and generalization. The grammar used in this written text was using a gerund phrase, because gerund followed by a noun. The gerund phrase includes giving the stimulation, identifying the problem statement, collecting the data, and processing the data. Then, for verification and generalization are nouns.

The written text is located in the blue box on the bottom left side, which also there is the logo of the Ministry of Education and Culture. The written text has the function to give a sign for the viewer that the learning activity has already changed to the next activity.

Spoken text :

The interaction between teacher and students is the spoken text of the video. The teacher used some English language expressions such as *'do you enjoy the story?'*, *'After watching the movies, can you tell me what the story about?'* *'do you agree with Talitha's answer?'* *'When was the story take place?'* *'What did the main character do to solve the problem'* to teach the students. The grammar used in language expression used by the teacher was simple present tense like *'do you enjoy the story?'* Moreover, simple past tense when asked about narrative text, like *'what did the main character do to solve the problem.'* In every learning activity, the teacher used different English language expressions. It has purposed to build students active in the class to make them response with the question, command, and work given by the teacher.

2) Visual Analysis :

The first screen of the video shows the teacher did the teaching preparation. The teacher searched the short video and prepared the flipchart paper, board marker, and glue for window shopping activity. The next screen showed the school condition before the learning activity started in the morning. After that, the bell ringing, the students and the teacher entered the class. The learning activity began with praying. Then the teacher asked the student's condition like said *'How are you today?'*, *'who is absent today.'* Furthermore, the teacher started by doing the apperception to build an understanding of students with the learning material which they will learn. Visually, this video has duration for more than thirty minutes. The class activities started from the beginning until the ending is doing in the class. The color of the class background was green with a bright light situation because of the sunlight through the window. The students used the uniform of the school, which white color to be dominant in their uniform. Meanwhile, the teacher used a batik suit with an orange veil. In this video, the teacher taught the Narrative Text, especially about fairy tales. The teacher used the Discovery Learning method for teaching the students. The teacher's position was in the front, then the students sit in their chairs to listen to the teacher's explanation. There are other visual modes contains in this video such as the image of the worksheet

in minutes of 07.29, visual of the written text "Critical & Creative Thinking" in minutes of 08.00, and visual of the video "The Frog Prince" in minutes of 09.02.

3) Audio Analysis

The music on the opening of this video was the same with another teaching video for the implementation of 2013 curriculum when shows a logo of the Ministry of Education and Culture in duration ten minutes of the opening. Then the music changed when the video shows a summary of the entire video. The music used beat music that heard slower and relaxed. The audio has different tones when the video starting to the first learning activity, which is teaching preparation. This music represented in how the school environment, especially in the classroom, when the teaching and learning process be held, and the students and the teachers were happy and showed spirit. Furthermore, when the teaching and learning process occurs in this video, the music was still heard but with a lower volume. It has purposed to make the viewer focuses on what the teacher and students say in the video rather than the music itself.

4) Gesture Analysis

The gesture in this teaching video can be looked at from the speed of the body, movement, and the facial expression of teachers and students. It can be seen when the teacher delivers the materials and the students when listening to the teacher's explanation and when doing work given by the teacher.



Figure 4.1 The teacher explained the meaning of the character.

In figure 1 showed the teacher when giving stimulation to the students. The teacher explained the meaning of characters because there a student asks about it. The teacher used her fingers to mention some names of the characters in the story of Sangkuriang. The students were listening to the teacher's explanation. Then the student who asked before can conclude the answer based on the teacher's explanation, and finally, the teacher showed her thumb to give an appreciation of his correct answer and said 'exactly'.

The other gesture looked from the video include body language such as the teacher was used hand gestures when explaining about the definition of character, the other was the students raised their hand first when they want to answer the teacher's questions, and the teacher walking around the class to observe the activity in the class.

5) Spatial analysis

The distance between teacher and students had meant that the teacher to be the center of the student's attention. The position of the teacher was in front, while the students were in the back, and both of them face each other. A depiction of the spirit of teacher and students when doing the teaching and learning activity showed with the distance of the participants.

The features of multimodality in video of teaching for Junior High School showed from the combination of some modes to express the meaning. The analysis of semiotic modes above shows that there are semiotic modes in video of teaching for Junior High School produced by the Ministry of Education and Culture, such as visual, audio, linguistic, gestural, and spatial. Every semiotic mode connected each other closely to produce the meanings. The visual modes include the participants in the video, the logos of Ministry Education and Culture, visual of video "The Frog Prince," the visual of written text, and the worksheet that the students have to do. For gestures include body languages such as hand gestures, teacher and students' facial expression, and the movement such as the teacher walked around

the class to manage the class. While the audio covers the use of instrumental music in all duration of learning activity, but in some parts, when the interaction between teacher and students happened, the music was in lower sound. The next was linguistics modes, including written text and spoken text that the teacher and students said when learning activity happened. The last was spatial modes covers the distance between teacher and students also the position of teacher and students.



Figure 4.2 The students did a quiz.

For example, there is a combination of visual modes and audio modes in this video. From the figure above, there is a combination of visual modes and audio modes. When the visual modes showed, the students did a quiz at the end of learning activity, the music sound was louder than the other activity. It happens because there was no conversation between the students and the teacher, then the audio effect contributes to express that the condition or atmosphere was quiet and calm so the viewers can feel what is happening in the video.

b. Multimodality in the video 2 (teaching video for Senior High School)

1) Linguistics Analysis :

Written text:

In this Leaching Video, the teacher taught the material about Asking and Giving Information Bout Experiences and Past Events. The teacher used a genre-based learning model. This written text showed in the opening of this video and had a

duration for two seconds. It gave the information to the viewer about the content of this teaching video. The other written text in this video was the written text about the learning steps such as Building Context, Text Deconstruction, Joint Construction, Verbal Independent Construction, and Written Independent Construction.

The written text was located on the bottom side with a purple background, which also there was the logo of the 2013 Curriculum. It was different from the EL Teaching Video before that the logo was the logo of Ministry Education and Culture.

Spoken text:

The spoken text in this video can be seen from the dialog between teachers and students. The teacher delivered the materials, gave a command, and gave work for the students like says 'Well class this morning I am going to show you a picture taken from last night news. Please pay attention to it', 'Now let's try the dialogue, shall we?', etc. Then the students were responded to the teacher, did the command and work from the teacher, and asked if they don't understand something. All of what students and teacher said there was the transcription in below.

2) Visual Analysis

In this teaching video, the teacher used a genre-based learning method for teaching material about asking and giving information about the experience and past events. The first learning activity showed that the teacher greeting the students invited them to pray together and asks about students who can't come to the class. Then the teacher did the apperception, gave the motivation, told about the learning goal, and the last the teacher asked some questions to determine the context of learning and checked student's understanding of the material. All of those activities contains in the building context.

The next activity was a deconstruction text. The teacher asked the students to search for information about the text shown on the screen. They have to find what tenses were used in the text, then practicing to have a dialogue with other

friends, and the last the teacher asked them to analyze the text given by the teacher. The following activity was joint construction. The teacher asked to do the assignment and also did a game, namely 'Achievement game.'

This teaching video contains two meetings. The next meeting was to continue the previous meeting. It means that in the same topic and method of learning. In the second meeting, the teacher gave independent verbal construction while the students will have a show in a group with the theme got from the lottery. The next activity was written independent construction. The students did chat with other students with the topic already determined by the teacher.

The visual aspect of this video was the activity doing in the classroom, and also in a room outside the classroom, the background of the classroom was white. According to Ackay, white represents cleanness⁵⁷.

3) Audio Analysis

The music started in this video when the minister of education and culture's logo appears in the first opening of the video. The duration is between the third second until the twelfth second. It was the same as the teaching video before. It's to be the characteristic of teaching video produced by the Ministry of Education and Culture and used the same music with other teaching videos. Then the music was changed when the logo of the 2013 Curriculum showed. After that there was the synopsis of the story then following by the depiction of school environment before the learning activity started in the morning. All of them were used the same type of music that was beat music but with a different tone. The other music was heard at the ending of the video while the credit title showed.

4) Gesture Analysis

⁵⁷Okan Ackay, "Product Color Choice and Meanings of Color: A Case of Germany," *Kutztown University* 04, no. 14 (n.d.): 5–12.

In the learning activity, both teacher and students were surely used gestures. Gesture analysis in multimodality can be move, speed of the body, and facial expression⁵⁸. The gesture analysis can be seen in figure 2 below.:



Figure 4.3 the teacher explained the instruction of the assignment.

In this figure, the teacher looked at giving an assignment to the students about analyzing the text by giving an arrow to the correct answer. The teacher took the paper from the table, then show it in front of the students. On the other side, the students were having to pay attention to the teacher's explanation about the assignment. The teacher to be an Actor and said the oral verbal such as *"please analyze it by giving arrow like what you have discussed in the first text."*

In this video, the teacher and students also used other gesture modes such as movement, hand gestures, body language, and facial expression. It can be looked at when the learning activity was running, the teacher was spirited in explaining the material, while the students also very enthusiastic in listening to the teacher explanation. The teacher also did the movement, for example, when the students did the worksheet, the teacher walked around the classroom to check the student's work.

5) Spatial analysis

⁵⁸Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

The spatial analysis in this teaching video almost same with the first teaching video. Both teacher and students were looked very spirit in doing the learning activity. The teacher gave explicit instruction, and the students seemed doing what was instructed by the teacher. Furthermore, the position of teacher in front and the students in the back, in their chair. Although sometimes, the teacher walking around in every student to check the students' work.

The visual modes include the participants contains on the video they are teacher and students, the logos of 2013 Curriculum, visual of the video about annual camping proposal, visual of the achievement game rules, the visual of the worksheet, etc. while for gestures covers the facial expression of both teacher and students were happy to follow the teaching and learning process, the movement of the teacher such as walking around in every group, and the use of body language such as hand gestures. The following was audio covers the instrumental music used in some parts of learning activity to give the impression that the class condition was conducive, and the students were very orderly to follow the learning activity. The last was spatial analysis include the position of the teacher was in front while the students were in the back, but sometimes the teacher walking around the class to check the student's work.

The features of multimodality in the video of teaching for Senior High School can be seen from the combination of semiotic modes. From the explanation above, there are five semiotic modes in the teaching video those are visual, linguistic, audio, gestural, and spatial modes. When the modes appear jointly, it will express the meaning and strengthen each other. It can be called as multimodality. As the example of combination between two modes.



Figure 4.4 the teacher explained the instruction of the assignment.

In this figure, the multimodal modes showed, such as linguistic modes and gestural modes. In the minutes of 10.26-10.33 on the video, from the gestural modes indicates that the teacher showed the paper of worksheet to the teacher, then the linguistic modes indicate from the transcription in the below side of the video. The teacher said to the students *“ok class.. after you understand the simple past and present perfect, I'm going to give you another text. Please analyze it by giving an arrow like what you have discussed in the first text.”*. The combination of those modes showed to the viewers that the teacher explains the instruction about how to finish the worksheet, and the teacher will distribute that paper to the students.

2. Multimodality Function Presented in Indonesian EL Teaching Video Based on Analysis of Three Metafunction Proposed by Kress And Van Leeuwen's.:

a. Ideational Metafunction

Ideational Metafunction is one of three metafunctions proposed by Kress and Van Leeuwen, which describes the object, place, things, and people. Ideational metafunction is the

connection between one object with another object⁵⁹. There is six Narrative Process in Ideational Metafunction. Narrative Process explained the process of action from the picture or video and represented as doing something for each other⁶⁰. It means each participant has a role in showing the process of their action, and it depends on the amount of the participants and the role itself. In this video, contains just two kinds of Narrative Process, they are Actional Process and Reactional Process. The actional process explains about one or more participants who were doing an action⁶¹. If there is one participant, it called a non-transactional process. There are two participants in the Actional Process. First is actor who looked more focused, salient, and have enlarged size. The other is the goal who accepts the actor's action or to whom the action is intended⁶². Furthermore, Reactional Process is the process formed by the eyelines with the direction of the views of one or more participants represented⁶³. The participants contain in the Reactional Process are Reactor and Phenomena. The reactor is the participant who is doing the looking and has visible eyes and can facial expression. In contrast, phenomena are the participant whom the reactor is looking.

- 1) Ideational Metafunction in Video 1 (teaching video for Junior High School)
 - a) Teaching Preparation

⁵⁹Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 42.

⁶⁰Ibid., 59.

⁶¹Ibid., 63.

⁶²Ibid., 64.

⁶³Ibid., 67.



Figure 4.5 The teacher did the teaching preparation.

This figure was captured in a duration between 1.17-2.09. In this scene, there were two participants. Both of them were teacher. The English teacher was preparing material for teaching, like searching for a short video. Then, the other teacher came and asked about what she was doing. The Action Process in this scene looked from the actor is the English teacher because she more salient and doing the teaching preparation. Then, the other teacher became a Goal because she was a person who told the actor. Here, both of the teacher were looked at the screen of the computer. It means the laptop screen became the phenomena that the reactor was looking, and the eye line was directed⁶⁴. The modes of multimodality appeared in this scene, such as the linguistic modes, especially the spoken when the other teacher asks about what is the English teacher did use the Indonesian language. For the visual analysis, the English teacher showed what will she brought about the tools for teaching.

⁶⁴Ibid.



Figure 4.6 tools for teaching

The other ideational process show in this scene was circumstance. The circumstance is the aspect that can emphasize meaning or additional information. According to Kress and Van Leeuwen, The tools used in the action process are often called as Circumstances⁶⁵. The camera shot just on the tools which were on the table. This figure shows some tools presented in visual modes such as board maker, flipchart, highlighter, glue, sticky notes, and tape. Those things gave additional information that the actor, in this case, the teachers shown to be being together (see Figure 4.6), had already prepared for teaching English.

b) Giving Stimulation



Figure 4.7 The teacher explained the definition of character.

⁶⁵Ibid., 72.

The figure was captured from the video on the duration between 8.14-8.40. This figure was the example of Transactional Action in Ideational Metafunction. In this figure, told about the teacher was explaining about characters in a story. It started when there a student asked about the meaning of characters. Then the teacher did not directly explain the definition of characters. However, the teacher asked some questions to build the critical thinking of students like "do you know the story of Sangkuriang?". Then the teacher said that Sangkuriang, Dayang Sumbi, and Situmang are the characters. After that, the student who asked before concluded that characters mean 'tokoh.' In the 2013 Curriculum in Indonesia, the teachers had to build Critical and Creative Thinking by asking some questions so the students can find answers by concluding the teacher's explanation.

In this scene, including in action process in Ideational Metafunction. the actor was the teacher, and the goal is the students. The students to be goal because listening to the teacher's explanation. The goal was the participant who receives the action⁶⁶. While the teacher to be the actor because she becomes more prominent than the students. It was looked from the camera shoots to the full face of the teachers.

c) Identifying the Problem Statement



Figure 4.8 The teacher gave instruction the students.

⁶⁶Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*.

This learning activity showed in duration between 8.41-12.00 minutes. The teacher was looking at the students instructs to watch the video to answer the question contains in the paper given. In this learning activity, there was the reactional process when all students in the class were watching the video. All of the students became the reactor, who watched the video, and the Video title 'The Frog Prince' became the phenomena where the Reactors were looking.

The video was played in range time between 09.03-10.44 of time in this video. The video told about the frog who got married to the beautiful princess. In the video, there was the voice that told the story, the picture of the story, and also the transcript of the story in English. The function of those aspects was to give more understanding to the students who watch the video and made them easier to answer the question on the worksheet.

The other modes can be seen in this learning activity was music sound in range time between 11.59-12.39. The music started playing when the teacher gives additional times to the students to complete the worksheet. The music used in this scene was basic music used in this video but with louder than used in other parts of the video.

d) Collecting the data



Figure 4.9 the teacher and students discussed the worksheet together.

This learning activity showed in duration between 12.40-18.28. The teacher invited the students to discuss

together their worksheets. However, before that, the teacher looked sticking the flipcharts on the whiteboard. The function of flipcharts is to be the media to write the important material learned on that day. The teacher read the question one by one, and the students try to answer it based on what they write on their worksheet. After all of the questions had already discussed, the teacher concluded with asking some questions such as 'what is the generic structure of the story?' and 'what is the social function of the story?'.

e) Processing the data



Figure 4.10 The teacher gave instructions about group work.

In Processing the data showed in the video duration between minutes of 18.30 – 25.49. The action process between teacher and students happened in this learning activity. The teacher became an actor, and she explained about the assignment that they have to do. While the students became goal. The teacher gave an envelope for each group. The envelope was white color with additional pink paper. In the envelope, there pieces of paper contain separate stories. Their job was to arrange the sentences becomes a good story, and they had to stick on the flip chart.



Figure 4.11 The student discussed with their group work.

The figure above showed the reaction process in this learning activity. The reaction process happened between the students in a group with the worksheet that they did. It looked that all the group members are focusing on doing the group work together. The reactor was the students, while the phenomena was the paper of the worksheet. The modes showed in this figure such as the conversation between students in a group when discussed to answer the tasks such as asked about the title, one of the students said *“let’s fill the worksheet, what is the suitable title for the story?”* then followed by asked about the main character, the story take place, until the social function of the story. All of the conversations include in linguistic modes, especially spoken text.



Figure 4.12 the teacher took a score.

On the other hand, while the students did their group work together, the teacher looked at them one by one for every group. The teacher took a score of their participation and worked in did group work. From this process, the students to be the phenomenon and the teacher to be the reactor who looked more salient and creating vector when looking at the students.

f) Verification



Figure 4.13 the students did window shopping activity.

This learning activity contained on the video in duration between 25.50 – 27.45. In this activity, the teacher asked the students to stick their work on the wall. They choose one presentative from each group to be the speaker. After that, all group members have to walk around in each group to listen to the speaker's explanation of the story. The process that happens in this video was between students and students. The students who became the speaker will tell the story on their flipchart paper to the visitors from other groups. The speaker was the actor because more salient, and the camera shoots focused on the speaker. In contrast, the visitors were a goal in this process. Moreover, the speaker also more active than visitors because they have to tells the story many times.

The reactional process showed from the teacher who looked at the students. The teacher will be the reactor to check the student's activity, who is the phenomena, and make sure that the window shopping activity is going well.

g) Generalization



Figure 4.14 the students did a quiz.

This learning activity happened in duration between minutes of 27.46-34.10. The teacher asked about their feeling after doing the window shopping. Both students who became speakers and visitors said that the activity was fun. In this activity, the teacher asked about the conclusion of the story. The teacher asked the students about the generic structure and the moral lesson from the story of Malin Kundang and The Flowers from The Moon. After that, the teacher asked two students to write the moral lesson and the generic structure of the story on the flipchart prepared by teacher and stuck on the whiteboard. At the end of the activity, the teacher gave a quiz to check student's understanding about what they have learned,

The process in this activity showed from the interaction between students and teacher when discuss together to find the conclusion of material on that day. The transactional process was between the teacher and students. Here, the vector connected between two participants. The teacher to be an actor because looked most salient participants through the sharpness of focus⁶⁷. It also because the teacher has a role to provoke students to become more active according to the 2013 curriculum.

2) Ideational Metafunction in Video 2 (teaching video for Senior High School)

⁶⁷Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 63.

a) Building Context



Figure 4.15 The teacher will show the video.

This learning activity on this figure contains on the video in duration between minutes of 2.05 -07.18. The teacher was showing a picture that told about past events then asked the students to look and pay attention to the pictures. After that, some students commented on the picture of last night's news, then the teacher tries to make the students aware of why they will learn about asking and giving information about past events. Then, the teacher showed the basic competence, the learning objective, and the day's agenda.

The following activity was that the teacher asked the students to make a group consist of four students. They had to watch the video. The video told about the students who talked about the proposal for annual camping. The picture and sound from the video include aspects of multimodality. Those modes' function was to make the students understand the content of the video easily because they can watch the picture and hear the sound.

The action process happens between students in the group work and the worksheet. The students to be an Actor while the paper of worksheet to be goal. Students in group work become participants who do the deed they more salient. The students looked discussing with their group member to finish the. On the other hand, the teacher to be the reactor who looks at the students when they discussed and did the assignment given

by the teacher. So, the students who finished the assignment to be the phenomenon of the teacher.

b) Text Deconstruction



Figure 4.16 the students did the assignment.

This figure is included in the activity of text deconstruction. The duration of this learning activity between minutes of 07.19 – 12.46. In this learning activity, The teacher showed the text on the screen projector and then asked the students to discuss with their group, especially about tenses used in the text. After that, the teacher asked the students to open the website to get information about tenses, then the students practiced the dialogue containing on the website. The last, the teacher gave the text and asked the students to analyze it.

The action process in this learning activity showed from the action of teacher and students. The teacher to be an actor because she looked more prominent, while the students became goal because the students received the teacher's instruction. While the students discussed and did the worksheet with their groups, the teacher looked at what students did and helped when they asked questions. From this situation, the teacher to be the reactor who was paying attention while the students did the assignment and the students to be phenomena who looked by teacher.

c) Joint Construction



Figure 4.17 the students did an Achievement Game.

This activity contains the video in duration between minutes of 12.47 – 14.06. In this activity, the students did the task in their textbook. After they finished to do the task, the chairman collected the book. The next activity did a game. The name of the game was "An Achievement Game." The students will have conversations in pairs, then students A will ask two questions with the sentence "Have you ever...." then the students B have to answer with saying, "yes, I have....". After that, they have to switch the position.

The interaction of students in pairs while having a conversation was included in the Action process. The students who asked the question to be an Actor. Then the students who answered the question, to be a goal. On the other hand, the reactional process that happened in this video looked when the teacher controlled and checked the game. The teacher to be the reactor who looked at the students. So, the students who did a game, to be the phenomena.

d) Verbal Independent Construction)



Figure 4.18 the students performed a talk show.

This learning activity contains on the video in duration between minutes of 16.25-21.13. This learning activity was continuing the previous meeting because still on the same topic. The first, the teacher reviewed the audios that the students already sent to her as the homework. The next activity was doing a talk show, so every group has to perform a talk show based on the profession of public figures from a paper roll that they have selected. Every group who did a talk show consists of four students. The action process in this figure showed between students and students. The students who as hosts were actor in this process. Then the students who as public figures were the goal in this process because the public figures will answer what the host asks about their group. On the other hand, the teacher watched and took the score of the student's performance. Based on this situation, the teacher was the reactor who created an eye line while the students who perform talk show to be the phenomena. The modes appeared in this figure such as the spoken text of the conversation between the host and the guess in talk show performance and also the music effect when the conversation of talk show cut then followed with the music only and the continuation of talk show without the sound of what the students talking about to shorten the video.

e) Written Independent Construction



Figure 4.19 the students did chat activity.

This learning activity contains on the video in duration between 23.19 – 27.26. It started with the teacher explained what the students have to do in the chat activity. A group did a chat with another group, which has been determined by the teacher. After they finished doing chat activity, every group had to screenshot their chat and sent it to the teacher. The following activity was the students draw their feeling on the post-it paper after learning about this material and then stick it on the paper on the wall. The last activity was the teacher closed the activity.

The action process in this video was non-transactional action when the students did a chat activity. They had interaction through chat activity. In that figure showed that every student focused on their handphone. The action in a non-transactional process has no 'Goal,' is not 'done to' or 'aimed at' anyone or anything⁶⁸. The visual modes showed in this learning activity, such as the handphone screen picture, when the students did a chat activity.

⁶⁸Ibid.

b. Interpersonal Metafunction

In interpersonal metafunction, each mode must project the relationship between the producer of sign and the receiver of the sign. Moreover, each mode must represent a typical social relationship between the producer, the viewers, and the object showed⁶⁹. It means each mode has a role in presenting the meaning from the producer of that sign and the sign's recipient.

There were five aspects to analyze Interpersonal Metafunction. The first is the analysis of Interpersonal Metafunction taken from Halliday's theory about mood structure. The function of mood structure makes the speaker play the role while speaking⁷⁰. There are two categories of speech roles, which are giving and demanding. Furthermore, each category of speech role divided into two, which are good & services and information. However, when those two variables are taken together, there are four primary types of speech roles, those are offer, command, statement, and question.

The second is gaze, which has a function to show the intention from the image or scene. This aspect has a relation with the speech acts and divided into two; they are Demand Gaze and Offer gaze. The third is the distance, which is the distance between participants with the camera or called 'Size of frame'. There are three types of distance, they are A Long Shot, A Medium Shot, and A Close-Up Shot. The last is the angle of the camera that indicates the power relationship between participants and viewers presented.

- 1) Interpersonal Metafunction in Video 1 (teaching video for Junior High School)

⁶⁹Ibid., 42.

⁷⁰Matthiessen, *An Introduction to Functional Grammar*, 77.

a) Teaching Preparation



Figure 4.20 the teacher did the teaching preparation.

This learning activity was teaching preparation, which showed the participants of two teachers. The English teacher said that she did the preparation before teaching in the class. The teacher prepared some tools such as flipchart, sticky notes, tape, stabile, and board marker. The teacher also searched for a short video for teaching English.

From the figure, two aspects express the meanings. The first was a social distance, and the second was the camera angle. Social distance is the relationship between the producer, viewers, and objects showed. While the camera angle which showed the strong relationship between participants represented with the viewer. The social distance used in this activity was medium shot. It because the figure showed cuts on the waist, but it is covered with a table. Moreover, the camera angle used in this learning activity is eye-level shot

b) Giving Stimulation



Figure 4.21 the students did the assignment.

In this learning activity, the teacher distributed the worksheet to the students. The teacher's English expression before distributing the worksheet is, "*Now, I have prepared a worksheet for you, to complete, read this worksheet carefully.*"

Table 4.1. Mood Structure of Figure 4.21

<i>I</i>	<i>Have</i>	<i>Prepared</i>	<i>A worksheet</i>	<i>For you</i> <i>To complete</i>
Subject	Finite	predicator	Complement	Circumstance adjunct
Mood	Residue			

<i>Read</i>	<i>This</i>	<i>Worksheet</i>	<i>Carefully</i>
Predicator	Complement	Complement	Adjunct
Residue			

F

For the verbal analysis, the speech role used to analyze the Interpersonal Metafunction. The sentence on the table consists of mood and residue. The mood consists of a subject and finite, while residue in that sentence consists of predicator, complement, and adjunct. From that sentence, it can be found that the sentence is included in the speech role that offers information because the sentence consists of mood and residue. The teacher gave information that she had already prepared the worksheet for the students. The teacher also instructed to read the worksheet carefully.

The visual imagery of the elements of the Interpersonal Metafunction contains in this learning activity include gaze, distance, and camera angle. The first element is gaze. The gaze is still has a relation with the speech role. The gaze of this figure is to offer gaze. Offer gaze means the gaze of participants on the video indirectly targeted the viewers⁷¹.

The following element is social distance. The social distance in this video can be looked at from the size of the frame. The distance is indicated to the distance between participants on the video with the viewers. According to Kress and Van Leeuwen's theory, there are three kinds of distance: a long shot, a medium shot, and a close-up shot⁷². In this learning activity, all of the activities have the same frame size that was medium shot. The medium shot is cutting roughly the subject at the waist or knee⁷³. It showed that the participant in that figure was only seen from the knee, not full of the body. Moreover, the camera angle is an eye-level shot. The shot is taken in which it indicates that between the subject and the viewer is equal. There is no difference in strength between the participants on the video with the viewer.

⁷¹Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 148.

⁷²*Ibid.*, 124.

⁷³*Ibid.*

c) Identifying the Problem Statement



Figure 4.22 the teacher and students discussed the worksheet together.

In this learning activity, the teacher let the students watch the video. They also have to do the worksheet contains about the question related to the video that they watch. After finish watched the video and also did the worksheet, the teacher asked them some questions about the story in the video. The teacher used English expression like “*after you watch the movies, can you tell me what the story about?*”.

Table 4.2. Mood Structure of Figure 4.22

<i>After</i>	<i>You</i>	(Present Form)	<i>Watch</i>	<i>The Movies</i>
Conjunctive Adjunct	Subject	Finite	Predicator	Compliment
Residue	Mood		Residue	

The verbal analysis of the sentence is using a speech role. Based on the analysis in table 2, the sentence consists of mood and residue. Mood consists of a subject and finite, while residue consists of conjunctive adjunct, predicator, and

<i>Can</i>	<i>You</i>	<i>Tell</i>	<i>Me</i>	<i>What The Story About?</i>
Finite	Subject	Predicator	Comple ment	Complement WH-
Mood		Residue		

complement. In the first sentence, the word *you* represent the subject and the finite is showed using present tense, followed by the word *watch* as predicator, and the movies become complement because it was object. Both of the sentences above offer information because, in this sentence, the teacher informs that the students had already watched the movies. Then, the teacher asked about the video content.

The next element identified in Interpersonal Metafunction is Gaze. The gaze of represented participants aimed at the viewers directly aimed at the viewer and therefore builds an imaginary relationship with them⁷⁴. The gaze in this learning activity is offer gaze that representing participants to viewers as information items⁷⁵

The next element is the social distance. The social distance analysis is the distance between the participants in the video and the viewers who watch the video. In this learning activity, starting from minutes of 08.41 until 12.39 used medium shot, which cut the subject in the knees or waist. However, some parts take the shot with a long shot because it showed the full of the teacher's body. The following elements are the camera angle. In this video, the camera angle was an eye-level shot. According to Kress and Van Leeuwen, eye level means the point of view is equality, and there is no difference in power involved⁷⁶. It means there is no power between the image on the video with the viewers.

d) Collecting the data

⁷⁴Ibid., 89.

⁷⁵Ibid., 119.

⁷⁶Ibid., 140.



Figure 4.23 the teacher and students discussed the worksheet together.

While the teacher let the students discussed the worksheet that they had already done, the teacher used English language expression such as “*let’s check the result of your worksheet. Now let’s start from the first part. What is the title of the story?*”.

Table 4.3. Mood Structure of Figure 4.23

<i>Let’s</i>	(Present Form)	<i>Check</i>	<i>The Result</i>	<i>Of Your Worksheet</i>
Complement	Finite	Predicator	Complement	Complement
Residue	Residue		Residue	

This sentence consists of residue. There is no mood in that sentence. Mood consists of a subject and finite, but the sentence didn't mention the subject. According to Halliday and Matthiessen, the sentence above is demand information. This sentence is request information, it means the expected response is an answer. Here, the teacher engaged the students to check the worksheet that already done by them.

The gaze which still connected with speech act in this video was using the demand gaze. Demand information means

to direct the audience to enter into some kind of imaginary relationship with him or her⁷⁷.

The next analysis was the social distance between the participants with the image. The shots in this learning activity showed that the social distance dominantly uses a medium shot that showed on the teacher and student sitting in their chairs. However, there is some part that the camera shoot using a long shot when there were students try to answer the question. Furthermore, the camera angle used in this video was an eye-level shot.

e) Processing the data



Figure 4.24 the students discussed with their group work.

The learning activity in this figure was the students in a group discuss the task given by the teacher. They got the envelope contains the pieces of the story that must be sorted by the students. After that, they had to arranged and stick in the flipchart. Last, they have to answer the question related to the story that they had already arranged. The English language expression used by the students when lets their friends in the group do the worksheet, such as *“let’s fill the worksheet, what is the suitable title for the story?”*.

Table 4.4 Mood Structure of Figure 4.24

⁷⁷Ibid., 118.

<i>Let's</i>	<i>(Present Form)</i>	<i>Fill</i>	<i>The Worksheet</i>	<i>What</i>	<i>Is</i>	<i>The Suitable Title</i>	<i>For The Story?</i>
Complement	Finite	Predicator	Complement	Complement WH-	Finite	Complement	Adjunct
Residue	Residue			Residue		Residue	

The sentence above indicates that the students in the groups asked another member in their groups to fill the worksheet. The sentence started with word *Let's*. It includes in complement because it is an abbreviation which followed by verb-1 *fill*. After that, the word *the worksheet* is an object, so it includes in complement, the following word is the question tag, followed by the finite, complement, and adjunct. From that the sentence above, it showed there is no subject, so the sentence is demand information. Demand information means the information is expected to be answered. In the video, after one of the students in the group member said that sentence, the other group member replied with said '*mm, how about Malin Kundang*' and the other group member also give the agreement of their friend. Moreover, the gaze contains in this figure was the demand gaze because it consists of a request sentence.

The social distance in this figure was medium shot. It showed that the camera shoot not full of the body of participants. It just cut on the waist or knees. While for the camera angle is using an eye-level shot, which indicates that there is no power between representing participants with the viewer.

f) Verification



Figure 4.25 the teacher explained the rules of window shopping activity.

This learning activity showed that the students stick their flipchart on the wall after they finish their worksheet with their groups. Then the teacher explained the rule of the activity. The teacher used English language expression when start to explain the rules by saying, “*let me tell you what you do next...*”.

Table 4.5. Mood Structure of Figure 4.25

<i>Let</i>	<i>me</i>	<i>tell</i>	<i>you</i>	<i>What you do next</i>
Predicator	complement	Predicator	complement	Complement
Residue	Residue	Residue	Residue	Residue

The sentence started with the word *let* that include in predicator, followed by a complement that showed the object ‘*me*’. Then the word *tell* indicates the predictor and the last two words *you* and *what you do next* are a complement. In this sentence, there is no mood. It just the residue. So, this sentence was demand information that showed that the teacher explains the rules of window shopping activity.

The visual imagery contains the Interpersonal Metafunction such as the gaze, social distance, and camera angle. The first is gaze. The gaze is building the relationship between representing participants with the viewer⁷⁸. Moreover,

⁷⁸ Ibid., 89.

gaze also still has a relationship with the speech acts. The gaze in this figure was the demand gaze.

The next element of Interpersonal Metafunction is social distance. The social distance used in this learning activity, for the most part, is used as a long shot. In the long shot, the participants' figures occupy about half the height of the frame⁷⁹. This shot is used when the teacher explained the activity's rule and when the activity is running, and the teacher takes the score. The rest shot was used the medium shot. The last element was the camera angle. The camera angle used when taking the video, dominantly is the high angle when the teacher explains the rules of the activity, while the rest is used the eye-level shot.

g) Generalization



Figure 4.26 the students did a quiz.

The learning activity in this figure was doing the individual quiz after the students learning the material about narrative text. The purpose of the quiz is to know how far the students understand the material that day. The English language expression used such as *"to check your understanding, we are going to have quiz."*

Table 4.6. Mood Structure of Figure 4.26

⁷⁹ Ibid., 124.

<i>To Check</i>	<i>Your Understanding</i>	<i>We</i>	<i>Are</i>	<i>Going</i>	<i>To Have</i>	<i>Quiz</i>
Predicator	Complement	Subject	Finite	Predicator	Predicator	Complement
Residue		Mood		Residue		

The sentence above consist of mood and residue. Mood contains subject and finite, while residue consists of predicator and complement. Because the sentence is consists of mood and residue, so the sentence is offer information. The teacher gives the students the information that they will have a quiz after they learn about the material to check how far their understanding of the material.

The next element of analysis in Interpersonal Metafunction is Gaze. Gaze is the direction of orientation displayed by participants through their heads' position, especially their eyes, that is still connected with their environment⁸⁰. Gaze in this activity was offer gaze which accordance with the speech act.

The following elements were social distance. This figure showed that the shot is taken by using a medium shot. All of the shot in this activity is using a medium shot. Furthermore, the camera angle is taken with an eye-level shot. It means there is no distinction of power between the participant and the viewer.

- 2) Interpersonal Metafunction in Video 2 (teaching video for Senior High School)

a) Building Context

⁸⁰ bid., 240.



Figure 4.27 the teacher did apperception.

In this activity, starting with greeting the students, asking to lead the prayer, asked about the students who didn't come. Then, the teacher did the appreciation. The teacher opened the learning about asking and giving information about past events by showing the picture of last night's news. After that, the students' response that news and the last the teacher asked about the importance of learning about a past event with said, "do you know why we have to learn about past events like what happened in this picture? .."

Table 4.7. Mood Structure of Figure 4.27

<i>Do</i>	<i>You</i>	<i>Know</i>	<i>Why</i>	<i>We</i>	<i>Have</i>	<i>To</i>	<i>Learn</i>	<i>About</i>	<i>Past Event</i>
Finite	Subject	Predicator	Complement WH-	Subject	Finite	To Infinite	Predicator	Complement	Complement
Mood		Residue		Mood		Residue			

<i>Like</i>	<i>What</i>	<i>Happened</i>	<i>In This Picture?</i>
Predicator	Complement WH-	Finite	Adjunct
Residue			

This sentence was consist of mood and residue. Mood consists of a subject and finite. After that, the residue in this sentence consists of predicator, complement, and adjunct. The sentence in this table is offer information which the teacher is trying to engage the students to think about the importance of the material that they will learn.

For visual imagery analysis in Interpersonal Metafunction was analyzing about gaze. It can be taken from speech acts that have been analyzed before because it still has relations. This figure's gaze was offer gaze that direct viewer indirectly to objects in this video as sources of information.

The next element was an analysis of social distance from the camera shot. In this learning activity, all of the duration showed that the camera shot is a medium shot. It can be seen from the figure that the image of the teacher is not seen in full of the figure, the image cuts on the knees. Moreover, the medium shot also makes the participants in the video looked to be socially communicative. After that, for the camera angle, this learning activity is used eye-level shot that indicates the equality between the participants on the video and the viewers.

b) Text Deconstruction



Figure 4.28 the students did worksheet.

In this learning activity, the teacher gave the students a group work to analyze the tenses on the text displayed on a screen projector. The students also had to practice the dialog contained on the website. The teacher let the students by saying, “*now, let’s try the dialogue, shall we?*”.

Table 4.8 Mood Structure of Figure 4.28

<i>Let’s</i>	<i>Try</i>	<i>The Dialogue</i>	<i>Shall</i>	<i>We?</i>
Complement	Predicator	Complement	Finite	Subject
Residue			Mood	

The sentence was started with the word ‘*let’s*’ that is the abbreviation and include in complement. Then followed by predicator ‘*try*’ and complement ‘*the dialogue*.’ Those words are included in the residue. The next sentence is consists of finite and subject, and the sentence is ‘*shall we?*’. The speech acts showed that the sentence in that table consists of mood and residue. That is the sentence called offer information.

The following element was gaze. According to Kress and Van Leeuwen, there are two kinds of gaze. The first is demand gaze, which allows the viewer to gets into some kind of

imaginary relationship, such as the facial expressions of the participants represented. The second offer gaze is participants who represented to viewers as information systems, objects of contemplation⁸¹. The gaze in this figure was offer gaze because the teacher gives the information that the students have to practice the dialogue.

The next was social distance. This activity is used the medium shot. The medium shot is used from the first duration until the last duration of this learning activity. The last was camera angle. The same with the social distance, for the camera angle used in this learning activity, is the same for all the activity showed in Text Deconstruction activity.

c) Joint Construction



Figure 4.29 the students did worksheet.

In this learning activity, the students did the worksheet on the book. Then they played 'An Achievement Game.' After they were finished doing a game, the teacher reflected what the students have already done by saying, *"I can see you all have no problem in doing this game. That is a good job, everyone"*

⁸¹Ibid., 119.

Table 4.9 Mood Structure of Figure 4.29

<i>I</i>	<i>Can</i>	<i>See</i>	<i>You</i>	<i>All</i>	<i>Have</i>	<i>No Problem</i>	<i>In</i>	<i>Doing</i>	<i>This Game</i>
Sub ject	Fin ite	Pre dica tor	Comp lemen t	Comp lemen t	Predi cator	Comple ment	Pre posi tion	Pre dica tor	Compl ement
Mood		Residue		Residue		Residue	Residue		

<i>That</i>	<i>'S</i>	<i>A Good Job</i>	<i>Everyone</i>
Complement	Finite	Complement	Complement
Residue			

The sentence consists of mood and residue, started with the subject '*I*' and followed by finite '*can*.' It includes mood structure. Then for the residue, it consists of predicator, complement, and preposition. Because the sentence is consists of mood and residue, so it is offer information. The teacher gives information based on the teacher's vision. The students did not find any problems in doing the achievement game. Moreover, for gaze analysis, this learning activity is showed offer gaze, which directing viewers that the participant presented is a source of information.

The next element was the social distance. There are three social distances, they are a long shot which represents the full figure of participants, the second is a medium shot which cuts the figure on the waist and knee, the last is a close-up shot represents the head and shoulders of the subject⁸². In this learning activity, the social distance used all kinds of social distance. When the students are doing the task in their book, and when the chairman collects his friends' book, the social distance used is a long shot. Furthermore, when the students play the game, the first is used medium shot for about seven seconds

⁸² Ibid., 124.

when the teacher said 'got it?' and the students replied, "got it mam." Then the social distance change into medium shot and change again into a close-up shot, which shows the participants' shoulder and head. The long-shot distance happens when the students are playing the game by having a conversation in pairs. The function of a long shot is to make the viewers can look at the process of playing the game in detail.

The last element was the camera angle. When the social distance showed a long shot, the camera angle used is a high angle. Moreover, the rest was used eye-level shots, which showed the point of view was equality between participants involved in the video and also the viewers.

d) Verbal independent construction



Figure 4.30 the teacher explained the rules of talk show activity.

This first activity in this learning activity discussed the homework by playing the audio recorder sent by students. The following activity was doing a talk show. The activity started with moving to another room then the teacher explains what are the students have to do to perform a talk show, after that the groups came forward to perform a talk show, the last was the teacher gave appreciation and reflection because of what the students had done in performing a talk show by saying “*well, all of the groups have performed the talk show. You did a very good jobs*”.

Table 4.10 Mood Structure of Figure 4.30

<i>Well</i>	<i>All of The groups</i>	<i>have</i>	<i>performed</i>	<i>The talk show</i>	<i>you</i>	<i>did</i>	<i>A very good jobs</i>
comple ment	subject	finite	predicator	comple ment	subje ct	Fini te	Comple ment
Residu e	Mood		Residue		Mood		Residue

The sentence was consist of mood and residue. Mood consists of a subject and finite, while residue consists of complement, predicator, and complement. The sentence is started with the sentence '*well*,' which is a complement. Then followed by finite, subject, predicator, and complement '*all of the groups have performed a talk show*'. It gives information to the viewers that the talk show activity had already done. So, this sentence is to offer information. Moreover, in the next sentence, the teacher gives appreciation to the teacher by saying, '*you did a good job*.' This sentence also belongs to offer information.

The next was gaze analysis. The gaze in this activity was offer gaze. It based on the speech acts that indicate the sentence is offer information. Speech acts and gaze has a relation to each other.

After that, most of the social distance used in this teaching video was medium shot. The teacher discussed the homework of audio recording, explained the rules of talk show, and when the students were performing a talk show. Furthermore, some parts show the long shot, for example, when the students are practicing in doing the game with their groups before performing the talk show in front of the class.

For the camera angle analysis, when the social distance used the medium shot, the camera angle was eye-level shot. When the social distance used a long shot, the camera angle is high angle.

e) Written independent construction



Figure 4.31 the teacher explained the rules of chat activity.

In this learning activity, the students had chat activity with their friends. The teacher asked the students to take their handphones to prepare chat activity by saying, “*we are going to do a chat, so please take your mobile phone and prepare for a chat.*”

Table 4.11 Mood Structure of Figure 4.31

<i>We</i>	<i>Are</i>	<i>Going To</i>	<i>Do</i>	<i>A Chat</i>
Subject	Finite	Predicator	Complement	Complement
Mood		Residue		

<i>So</i>	<i>Please</i>	<i>Take</i>	<i>Your</i>	<i>Mobile Phone</i>	<i>And</i>	<i>Prepare</i>	<i>For A Chat</i>
Conjunctive	Complement	Predicator	Complement	Complement	Conjunctive	Complement	Adjunct
Residue					Residue		

The English expression in this table consists of two sentences which connected with the conjunction 'so.' The first sentence consists of mood and residue, while the second sentence consists of residue. The sentence indicates as offer information because the first sentence consists of mood and residue. Furthermore, in this sentence, the teacher is giving information that for the next activity, the students are going to do chatting activity.

For gaze analysis, the gaze used is offer information. Gaze is building the relationship of the relation between representing participants with the viewer⁸³. Moreover, gaze also still has a relationship with the speech acts.

The next element was the social distance. The social distance used is a medium shot. But, when the teacher explained the instruction of what they have to do a chat, the social distance was used a long shot because it shows the full figure of the teacher.

The following element was the camera angle. There are three kinds of camera angles. The first is a high angle, which makes the subject showed to be small and insignificant, the next is eye level, which makes the equality between the participants and the viewer, and the last is a low angle, which makes it look awesome⁸⁴. The camera angle used in this learning activity was using an eye-level shot for all of the duration in this learning activity.

c. Textual Metafunction

Textual metafunction focused on the visual arrangement, especially in the text composition. Each semiotic mode must have the capacity for forming the text and signs which complex that blend internally with one another and externally with the context in which they are produced⁸⁵. It connects with the meaning arrangement from the process of image construction.

⁸³ Ibid., 89.

⁸⁴ Ibid., 140.

⁸⁵ Ibid., 43.

The textual metafunction divided into three types. The first is Possible Arrangement, which explains about the element placement of image and text. The second is vertical axis, which explains the element taken from the top and bottom of the page area. The last is Center-Margin, which indicates something to be presented as the core of information where all of the elements in some subservient⁸⁶.

1) Textual Metafunction in Video 1(teaching video for Junior High School)

Textual metafunction in this video was the the same starting from the first activity that is teaching preparation, followed by giving stimulation, then Identifying the problem statement, collecting the data, processing the data, verification, and the last is a generalization. The position of verbal modes or written text as information from the change of learning activity based on discovery learning method is in the same position in the bottom left side of the video. Below was the analysis of textual metafunction from one learning activity.

a) Giving Stimulation



Figure 4.32 the teacher gave a stimulus to the students.

The figure showed the vertical axes position. The figure was captured from the video when the learning activity is giving

⁸⁶ibid., 194.

stimulation. The position of verbal mode was on the bottom left side of the video. While on the top was the image of the teacher when explaining the material. Vertical axes is showing the placement of the elements taken from the top and bottom of the page area. The naming of those two parts are Ideal and Real. The ideal is the meaning of composition presented as the essence of information, which is idealized or generalized, moreover it also the most prominent part. Real shows more specific information or practical information⁸⁷. In this image, the image of the teacher is the ideal then the verbal mode is Real. The verbal modes is write in Indonesian that is “*Memberi Stimulasi*”. It gave the information that the learning activity changed to be Giving stimulation. It was proven from the video showing that the teacher started to give worksheets to the students, which aims to check student's understanding with the material before it is explained. The frame on the video described the center-margin arrangement because the teacher and the students were depicted in the center and focused on the participants' action. Moreover, it also conveys the core of information that the learning activity in this figure is giving stimulation.

2) Textual Metafunction in Video 2 (teaching video for Senior High School)

The verbal mode contains the written text of learning activity based on Genre-Based Learning, such as the building context, text deconstruction, joint construction, verbal independent construction, and written independent construction. The position of those written text in the video was the same. The written text appeared when the learning activity was changed, and the position is on the bottom side of the video.

The other written text on this teaching video was the transcription of what teacher and students say while teaching and learning activity. The transcription position was on the bottom side of the video with the small size and white color of the sentences. Below is one of the textual analysis on this teaching video.

⁸⁷ Ibid., 186–187.

a) Joint Construction



Figure 4.33 the students did the worksheet.

The written text in this figure was using Indonesian, which was "*Latihan Terbimbing*." The position of verbal mode is New Position. The written text contains on the video at the bottom side of the teaching video. This written text includes in part of New position that is Real. Real is showing the important or specific information⁸⁸. Moreover, the teaching and learning activity on the top of the written text to be the ideal of new position. The ideal is showing the information points that are idealized or generalized.

Besides, the written text of the transcription was also have a position of New Position. The transcription was contained the transcription of what the teacher and students say in teaching and learning activity. The transcription appears in the bottom side, and it is to be real in New Position. Furthermore, the written text of transcription appears for every English language expression. In Joint construction, the teacher said some English language expressions such as "*ok everyone, time to do the task is over. Please collect your book*". Then the transcription changed to be the continuation of what the teacher said, such as "*Chairman, please help me to collect them all.*" Besides, the frame on the video was a center-margin arrangement. The action of the teacher and students gave information about what learning

⁸⁸ Ibid., 187.

activity happens on the video, and it is to be the core of information that gives information to the viewer of the video.

B. Research Discussion

In this section, the researcher connects the findings with theories and previous studies that have been stated in Chapter II. The discussion is according to the research questions, what modes are used in Indonesian ELT teaching video? and how does multimodality function to bring the message presented in Indonesian ELT teaching video?. For the first research question, the researcher uses theory by Anstey and Bull⁸⁹ about semiotic modes on multimodality, then for the second research question, the researcher uses theory by Kress and Van Leeuwen⁹⁰ About three metafunctions in multimodality.

According to Anstey and Bull, there are five semiotic systems on multimodality. They are Linguistic, Visual, Audio, Gestural, and Spatial. Then, according to Kress and Van Leeuwen, three metafunctions of multimodality include ideational metafunction, interpersonal metafunction, and textual metafunction. The detail information is explained below.

1. Modes of multimodality used in Indonesian ELT teaching video

a. Linguistic mode

Linguistic in multimodality covered oral and written language, including the generic structure of the text, the vocabulary used, and the grammar⁹¹. Based on the finding, showed the Indonesian ELTeaching video contains linguistic modes such as written text and oral text. The written text includes the text of learning steps such as *giving the stimulation, identifying the problem statement, collecting the data, processing the data, verification, and generalization* in the video of teaching for Junior High School and *building context, text*

⁸⁹ Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

⁹⁰ Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*.

⁹¹ Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

deconstruction, joint construction, verbal independent construction, and written independent construction in the video of teaching for Senior High School. While for oral text include the teacher's English language expression when having interaction with the students such as *'do you enjoy the story?'*, *'after you watch the movies, can you tell me what the story about?'*, *'let's fill the worksheet, what is the suitable title for the story?'* *'Today, we are going to have a talk show'*, *'it's fantastic ! Give applause for group five'*. Most of English language expressions used simple present tense, and some of them used present perfect tense and present future tense.

Furthermore, in the finding of research done by Ima Kusumastuti showed that components of multimodality especially in linguistic aspects consist of the written text on the video and spoken text from the monologue described the product in an advertisement of fast food video⁹². Both written and spoken text have purpose to give more information to the viewer about the content of the video include the name of product, the jargon, the excess of the product. It was same with this study that the linguistic modes has a function to give information but in a different context. The linguistics modes in this video explain the video's descriptions, such as the topic, grade, method used to teach, and the English language expression of the conversation between teacher and students.

b. Visual mode

According to Anstey and Bull, visual focus on how some modes in visual aspect will contribute to creating the meaning⁹³. In the finding, the visual modes in Indonesian ELT teaching video showed the whole information and activity of teaching and learning process starting from the description of the topic, grade, and teaching method, then followed by the condition of school environment before teaching and learning activity started, then the teaching and learning activity itself. In every video, used the

⁹² Kusumastuti, "Multimodal Analysis of TV Commercials In Teaching Advertisement."

⁹³ Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

different teaching method. For a video of teaching for Junior High School, the teaching method used was Discovery Learning while in the video of teaching for Senior High School, the teaching method was Genre-Based Learning. The participant in the video consists of teacher and students who did the interaction with each other. Another visual modes contained in the video such as visual image of logos the Ministry of Education and Culture, the logos of 2013 Curriculum, the visual image of worksheet, the visual of the game rules, the visual of video about The Frog Prince, and the visual video of Annual Camping Proposal.

Visual modes also explained by Ima Kusumastuti⁹⁴. It showed that the visual aspects found in the video include the participant in the video, what the actor did, and the visual image of the product that is promoted. Furthermore, by the research conducted by Safitri and Roosa about multimodal analysis on smartphone advertisement, they found the visual aspect on the video covers the product of smartphone, the written text that explain about the camera, and visual representation of the people when using the product. In this study, it also showed that visual modes include the teaching and learning process that involves teacher and students as the participants, also the visual image such as the image of worksheet, the image of the 2013 Curriculum, and Ministry of Education and Culture logos.

c. Audio mode

Audio modes described the volume of the object, high and low rhythms of music, and sound effect of the video as an object of the analysis⁹⁵. Based on the finding, the audio used in the Indonesian ELT teaching video was used beat music. The audio effect heard starting when the logo of Ministry of Education and Culture showed in the first duration of the video, and the music type was the same with all of the teaching videos of implemented 2013 Curriculum produced by the Ministry of

⁹⁴ Kusumastuti, "Multimodal Analysis of TV Commercials In Teaching Advertisement."

⁹⁵ Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

Education and Culture. Then, when the video changed into the depiction of the school environment, the audio was also changed into another tone but in the same genre. For the video of teaching for Junior High School, the music was still be heard but in lower volume when the video showed the teaching and learning activity. On the other hand, for the video of teaching for Senior High School, the music was not heard, just at the end of the video when showing the credit title.

As a result of a study conducted by Ima Kusumastuti explained that the music illustration used on the advertisement video of fast food used some types of music such as pop-rock music, beat of music, and relax music illustration⁹⁶. It also occurred in this study that the video used beat music but slower and more relaxed. The audio modes contribute to creating the atmosphere of the video, like showed the feeling of happiness and enthusiasm during the learning and teaching process. However, if the audio modes of Indonesian ELT teaching videos were changed into pop-rock music, for example, it will make a different atmosphere because the rhythm speed of the music is fast.

d. Gestural mode

Gestural mode described about the movement of each participant, body language used, and facial expression of the participants⁹⁷. Based on this research's finding, in the Indonesian ELT teaching video, both teacher and students were used all of aspects in gestural modes. For the movement, the teacher sometimes walked around the class to check the students work and also answered or explained more if the students didn't really understand of what they have to do. For the students, they also did a movement when there was the activity that made them move from their seats, for example in the video of teaching for Junior High School, the teacher asked the students to write down the answer on a flip chart in front and also when the students did

⁹⁶ Kusumastuti, "Multimodal Analysis of TV Commercials In Teaching Advertisement."

⁹⁷ Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

a window shopping activity. For the video of teaching for Senior High School, the students did the movement when they were having a talk show.

The next was body language. When the teacher explained the material, the teacher often used body language such as hand gestures and contact eye with the students. For the facial expression, the teacher looked very spirited when delivering the materials and explaining what the students do about their individual work or group work while the students were very enthusiastic to listen to the teacher's explanation and do the worksheet and group work.

From the previous study done by Suprakisno, the researcher found that the gesture analysis from 'Indomie' advertisement includes the speed and facial expression of the participant⁹⁸. In the advertisement, the gesture realized from the activity of participants when undergoing daily life with full of spirit and enthusiasm. It has similar result with this study that showed that the facial expressions of the students looked very enthusiasm to follow all of the learning activity and also teacher looked very spirited to give the explanation. Gestural modes in this video contains of teacher and students activity in the classroom as well as the facial expression and gesture of teacher and students.

e. Spatial mode

Based on the finding of this research about spatial analysis in Indonesian ELT teaching video, the distance between teachers and students showed the spatial modes of multimodality. According to Anstey and Bull, the spatial modes also use participants to analyze it⁹⁹. The teacher's position was in front, while the students were in back and the pace each other. The teacher, as the center of the student's attention, showed very enthusiastic in explaining the material.

From the study conducted by Suprakisno, the spatial analysis in advertisement of 'Indomie' showed that the spatial

⁹⁸ "Analisis Multimodal Iklan 'INDOMIE.'"

⁹⁹ Anstey and Bull, "Helping Teachers to Explore Multimodal Text."

analysis includes the distance from one image to another image in which every image has its meaning. However, those images support the meaning of each other. It was different from this research that the spatial analysis includes the distance between teacher and students.

From the explanation above, there are five modes used in Indonesian ELT teaching videos. The used of modes in connection with other modes, have function in expressing the meaning.. Moreover, those modes also have function to give additional information. For example, it is proved that the linguistics modes include the written text such as “Teaching Preparation, Giving Stimulation, etc ” on the video contribute to give a sign that the learning activities have changed. In addition, these five modes integrated to convey the main of the message, which is to help English teacher in understanding the content of the video about how to teach english based on 2013 curriculum.

2. Multimodality function presented in Indonesian ELT teaching video to bring the message

a. Ideational metafunction

The first multimodality function that used to analyze the Indonesian ELT teaching video was Ideational Metafunction. Halliday and Matthiessen stated that ideational metafunction is ideational metafunction is a resource for interpreting human experiences of the world that is around us¹⁰⁰. Furthermore, Kress and Van Leeuwen explained that ideational metafunction is describing the object, places, things, or people and also explain the connection between represented participants with other objects¹⁰¹. As the result of this research, found that there were three processes in the Indonesian ELT Teaching videos. The first was Action Process, the second was Reaction Process, and the last was Circumstances. Based on the findings, the teacher on the video played as an actor because the teacher looked more focused. In contrast, the students are goal because the students

¹⁰⁰ Matthiessen, *An Introduction to Functional Grammar*, 640.

¹⁰¹ Kress and Leeuwen, *Reading Images: The Grammar of Visual Design*, 47.

were listening to the teacher explanation. The goal was the participant who receives the action¹⁰². The reaction process in the Indonesian ELT teaching video can be seen when the students have watched the video played by the teacher. In the teaching video for Junior High School, the students watched the video entitled 'The Frog Prince' while in the video of teaching for Senior High School, the students watched the video entitled 'Annual Camping Proposal.' In here, the students who watched at the video as the reactor who create an eye line to the phenomena that was the video itself. In addition, for circumstances, the camera shot just on the tools which were on the table. The tools used in the action process are often called as Circumstances¹⁰³.

The result of study conducted by Muhammad Ansori and Lia Taopan about A Multimodal Discourse of Promotional Video *Wonderful Indonesia*. Based on the finding, it showed that the ideational metafunction found on the video is Narrative Representation include action process and reaction process in frame of the video. Thus, it also occurred in this study that there are three kinds of processes which are action process, reaction process, and circumstances were found almost in every learning steps. Action process involves the participants and their activities, the reaction process formed by direction of glance, an eye-line and represent participants.

b. Interpersonal Metafunction

Interpersonal metafunction is the social relation between producers, audiences, and existing objects. According to Kress and van Leeuwen, interpersonal metafunction divided into five aspects. Those aspects are verbal mode, gaze, distance, and camera angle¹⁰⁴. There are two types of verbal modes, which are offering information and demand information. For gaze, it relates to verbal modes of speech role and divided into two types that offer gaze and demand gaze. The next is the distance, there are three types of distance which are medium shot, long shot, and

¹⁰² Ibid., 64.

¹⁰³ Ibid., 72.

¹⁰⁴ Ibid., 42.

close-up shot. The last, for camera angle, it divided into three types, which are high angle, eye-level, and low angle. The researcher did the analysis in every learning step. There are seven learning steps in the video of teaching English for Junior High School and five learning steps in video of teaching English for Senior High School.

Based on the result of multimodal analysis, in the video of teaching English for Junior High School, for verbal analysis, there are three offer information and three demand information. After that, for gaze analysis, it found three offer gaze and three demand gaze. The next is the social distance, there are seven medium shots, two long shots, and one close-up shot. The last is the camera angle, the researcher found seven that the camera angle showed in the eye-level shot, and one high angle for the camera angle. Moreover, in every learning step, it was not used the same social distance and camera angle in all duration. However, the producer of the video used various social distances and camera angles in one learning step.

Interpersonal metafunction also explained in the study done by Rio Satria about multimodal analysis of YOUC1000 2016 video advertisement. The result of the study showed that in the video of advertisement, it found from the mood structure analysis that all of the verbal modes included in offer information, for gaze analysis and social distance include all of the types of gaze and social distance and for the camera angle, the video dominantly used the eye-level shot. In contrast, it was different from this study that the mood structure includes offer and demand information, and the camera angle used was varied depends on the learning activity showed. For example, when the students did window shopping activity, the camera angle used sometimes was a high angle. It has function to make the viewer becomes to know how the window shopping activity runs by seeing the whole what the teacher and students did.

c. Textual Metafunction

Textual metafunction is the arrangement of meaning in image construction. According to Kress and van Leeuwen, there are two possible arrangements of the image, which are horizontal axes and vertical axes. There are three kinds of image placements in the image in horizontal axes, which are given,

center position, and new position. While, vertical axes are divided into three types, also which are top area, bottom zone, and center-margin¹⁰⁵. The finding of this research showed that both videos of teaching English for Junior High School and Senior High School were the same for the position of image that was vertical axes position.

There are written text in the video that used Indonesian language, for example, "*Latihan Terbimbing*." The position of verbal mode is New Position. The written text contains on the video at the bottom side of the teaching video. This written text includes in part of New position that is Real. Real is showing the important or specific information¹⁰⁶. Moreover, the teaching and learning activity on the top of the written text to be the ideal of new position. The ideal is showing the information points that are idealized or generalized.

Moreover, the position of verbal modes, for video of teaching English for Junior High School was located in the bottom left side while for video of teaching English for Senior High School was located in center bottom zone as well as the transcription of the conversation but in small size. The last for the frame of the video, both videos were used center-margin arrangement.

Maulydia T. Savitri and Rusdi Noor Rosa gives another explanation about the textual metafunction on their research about multimodal analysis in smartphone advertisement¹⁰⁷. The textual metafunction in video advertisement of *Samsung Galaxy S9*, showed that the location of the product placed in the middle of the advertisement and the written text is placed behind the product. It almost same with this research that the location of the image of participants in frame is located in the middle and looked focus on the participant's action while the written text is placed in the bottom zone. Moreover, the function of written text is also same that it gives additional information about the image shown.

¹⁰⁵ Ibid., 43.

¹⁰⁶ Ibid., 187.

¹⁰⁷ Savitri and Rosa, "A Study of Multimodal Analysis In Smartphone Advertisement."

From the explanation above, in producing the teaching video, it has to pay attention and consider the various elements of multimodality used. The video of teaching for Senior High School and Junior High School have the same proportion related to the use of features multimodality especially when the video was taking in every scene. The camera shooting focused on both teacher and students' activity when the teaching and learning process happened in the classroom. The function of multimodality also contributes to expressing the message. For example, in the teaching video for Junior High School, in the scene that showed the window shopping activity, the camera shot sometimes using a high angle. According to Kress and Van Leeuwen, a high angle means the viewer has power¹⁰⁸. It has a function that the viewer watching the whole activity happened in the class, how is the process of window shopping activity, and what the teacher did at that time. Then, in another scene, when the teacher explains the material or discussed the task and group work, the camera angle used an eye-level shot, which means between the object and the viewer is equal¹⁰⁹. It means that the viewer can clearly see the object and find out what is said by the object in the video. On the other hand, if the camera shoot just focused on the teacher, it will make the viewer can't understand the whole process of learning activity. The viewer becomes difficult to catch the message presented in the video. Therefore, it also makes the ELT teacher maybe will difficult to understand the entire content of the video because of the different proportion of camera shots on the activity of the teacher and the activity of students.

¹⁰⁸ Gunther R. Kress and Theo van Leeuwen, *Reading Images: The Grammar of Visual Design*, 2. ed., reprinted. (London: Routledge, 2006), 148.

¹⁰⁹ Ibid., 140.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion from the results of the research. This chapter is divided into two parts, the first is the conclusion based on the finding of the research, and the second is a suggestion which refers to the teacher and other researchers.

A. Conclusion

Based on the research findings and discussion from the previous chapter, to answer the research questions, the researcher will divide the conclusion into three points as follows :

1. In Indonesian ELT Teaching Video, there are various modes contains in both teaching video for Junior High School and teaching video for Senior High School. Every mode has its function to express the meaning. Those modes are:
 - (a) Linguistic mode, include the written text and spoken text, such as the written text of the learning steps and English language expression said by the teacher and students.
 - (b) Visual mode, include some visual modes such as who are the participants, how is the class atmosphere, how the learning activity was happening, and the visual image or video contains on the video.
 - (c) Audio mode, include the music used in the video. This video used beat music in a slower rhythm to bring out a sense of enthusiasm and spirit to follow the learning activity.
 - (d) Gesture mode, include gestural aspects used by the teacher and students such as movement, hand gestures, body language, and facial expression.
 - (e) Spatial mode, include the position of teacher and students and the distance between the teacher and students.
2. There are three kinds of metafunction, they are Ideational Metafunction, Interpersonal Metafunction, and Textual metafunction. The function of multimodality had been analyzed based on Kress and Van Leeuwen theory. For ideational metafunction, the researcher found some narrative process on the video. The researcher describes about the action process,

reaction process, and circumstances. Three of those process involves the teacher, students, and tools and media used in teaching and learning activity. After that, in interpersonal metafunction, the researcher analyzed some aspects, such as the mood structure of the English language expression, gaze, social distance, and camera angle. The last is textual metafunction. The researcher explains that the position of the image is vertical axes position, then the position of verbal modes about the learning steps and the transcription is in the bottom zone and the position of frame is center-margin arrangement.

B. Suggestion

According to the finding and conclusion of the study, the researcher offers some suggestions. The suggestion is directed for the teacher and other researchers who want to conduct the research in the same field research.

1. For English Teacher

The researcher offers suggestions to the teacher to use modes of multimodality to teach English for Junior High School and Senior High School. The teacher can use the finding of this research to be reference what are the multimodality aspects that can be used when teaching English. Moreover, by using various aspects of multimodality, the teacher can facilitate the students in different characteristics of learning style in learning English so they can easier to understand what explained by the teacher and enjoy to follow the learning activity.

2. For Further Researcher

For the further researcher who interested to have research on the same topic, the researcher offers suggestion to further researchers to explore more about the analysis of multimodality function. They can analyze multimodality in other topics in the field of English Language Teaching ELT and make it more specific and depth from the multimodality perspective.

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