

Representing Intersemiosis in An English Language Teaching Textbook: A Systemic Functional Multimodal Discourse Approach

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ABSTRACT

In recent decades, multimodality has played pivotal roles in communication and language pedagogy. Conversely, limited studies have emphasized how intersemiosis is represented in English Language Teaching textbooks (hereafter, ELT textbooks), notably in the Indonesian EFL context. To fill this gap, this study examined how intersemiosis contribute to the process of meaning-making in an Indonesian ELT textbook. A selected chapter containing rich verbal and visual relations was selected as a corpus. The corpus was analyzed through Systemic Functional Multimodal Discourse Analysis (SFMDA). The findings revealed that the contributions of intersemiosis were represented by the meaning-making process in verbal and visual texts. This relationship enables students to comprehend the messages communicated by the texts. Pedagogically speaking, the effective design of intersemiosis in an ELT textbook potentially helps students not only understand the delivered teaching materials but also sharpen their multimodal literacy.

Keywords: *A selected chapter of the Indonesian ELT textbook, meaning-making process, intersemiosis, Systemic Functional Multimodal Discourse Analysis (SFMDA)*

INTRODUCTION

Multimodality has been studied since the 4th century, when classical rhetoricians alluded to it with their emphasis on voice, gesture, and expressions in public speaking (Wysocki, 2002; Abdullah & Lulita, 2018). As Kress (2010) explained, multimodality is the diverse ways in which multiple semiotic resources (e.g. language, visual images, sound, gestures, etc) are both co-deployed in the making of a text-specific meaning. In other words, multimodality is the mixture of textual, audio, and visual modes in combination with media and materiality to create meaning (Murray, 2013; Abdullah, Tandiana & Saputra, 2020).

English textbooks in educational institutions include text and visual images. Both of them have been used to construct meaning. As explained by Kress and van Leeuwen (1996, p. 2) "Visual structures realize meanings as linguistic structures do also, and thereby point to different interpretations of experience and different forms of social interaction". It means that applying visual images to language teaching material have a different experience for students because they may connect it with their experiences (Hidayati, Dewi, Nurhaedin, & Rosmala, 2020).

Some intersemiosis studies have focused on textbooks for students'

universities. William (2013) demonstrated that science authors use evaluative language in textbooks for university writing. Liu (2014) states that the EFL textbook series for Chinese college students are similar, in the fact that their

representative multimodal texts are visually coherent for intersemiotic semantic relations.

These previous studies are insightful, but they just focus on ESP textbooks. The present study aims at filling this gap by investigating how intersemiosis contribute to the process of meaning-making in ELT textbook used by foreign language learners. Each of these resources intrasemiotically contributes to the construction of meaning through the meaning potentials of that resource (O'Halloran, 2007; Hidayati, Ramalia & Abdullah, 2021). For this purpose, Visual images offer text to show how visual images and languages may contribute to the processing of meaning-making.

METHODS

The present study used qualitative content analysis as the method of analysing intersemiosis in an English language teaching textbook. This method is selected because it purposes at examining intersemiosis in line with the research aim of this study. As Cole explain (1998) content analysis is a method of analysing written, verbal or visual communication messages. It focuses on analysing written and visual communication messages in an English Language Teaching textbook.

Document analysis was chosen for this study as a technique of collecting data because the present study analyzed verbal text and visual images on English Textbooks. The Data will be taken from senior high school English textbook for 11th grade Buku bahasa inggris kelas 11 kemendikbud revisi 2014 from Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. The book has 5 chapters but The present study took 1 chapter. In the selected textbook, a myriad of texts is both visually and verbally represented. The focus of this textbook analysis is placed on intersemiosis. It is important to note that in the textbook, Buku bahasa inggris kelas 11 kemendikbud revisi 2014 from Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, is accompanied with the official syllabus. The book was selected for a more in-depth analysis based on the following criteria: (1). this textbook is nationally adopted because this textbook is endorsed by the Indonesian Ministry of National Education; (2). this textbook is the manifestation of macro politico-educational forces in which the ministry of national education plays a role as an agent of such forces; (3). the textbook was written based on the 2013 Curriculum guidelines that stipulate the inclusion of character education and discourse competence in English curricula including English textbooks; (4). the textbook was written by Indonesian writers who understand the context of ELT in Indonesia.

The chapter took chapter 2. The chapter talked about STOP BULLYING NOW. This chapter includes moral values. Because of that, the researcher took that chapter. There are 22 pages on this chapter, there is one text in this chapter because every chapter exists 1 text. There are 12 pictures in this chapter but for this study, the researcher took 2 images. As we explained in the background, this study just focused on picture contribution within transferring knowledge. The chapter learns about one kind of text. It is an explanation text. not only the text but also this chapter

learn how we give opinions and how to agree or to disagree opinions. The reason the present study just took one chapter, the researcher has limited time, limited scope and the researcher focused depth analysis to find specific findings. Once the body of content to be considered has been specified, the researcher has to determine how much of that content to analyse. In some instances, the universe may be small enough to be analysed in its entirety. More often, researchers must sample a subset of content from that total universe which, in itself, is too large to be analysed in full (Kress, 2000).

In conducting this research, we did fourth steps, first, the researcher request permission from English teachers at school to borrow a book. Second, take one book to be analyzed. Third, Select the chapter which will be analyzed. Fourth, analyse the group clause or sentence or text and pictures using visual grammar theory to analyse visual and textual, thus understanding how do intersemiosis replace verbal interaction.

The data were analyzed by Systemic Functional Multimodal Discourse Analysis. Visual images are analyzed by using multimodality(Kress & Leuween, 1996) and language is analyzed by using Transitivity (Halliday, 2004). Thus, finding of analysis from them will be interpreted simultaneously to find the answer to the research question (how does intersemiosis contribute to the meaning-making process in an English Language Teaching textbook?)

FINDINGS AND DISCUSSION

Meaning-Making in Images and Verbal Texts

Meaning Making in Images

The first analyzed image was extracted from Buku bahasa inggris kelas 11 kemendikbud revisi 2014 from Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. That is a well-known English textbook for senior high school students in Indonesia which contains activities and texts to develop both skills writing and reading through the use of colourful drawings.

In figure 4.1, the foci of analysis cover five-element, namely hand positioning, colours, shapes, clauses, and shadow. Figure, 4.1, that is an image from chapter 2 Buku bahasa inggris kelas 11 kemendikbud revisi 2014 from Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.. The viewers can see the figure occurring about how bullying happens. From point of view of interactive meaning, the people wearing Plaid Shirt are positioned far (long shot) and five hands are closer (a short shot) from the viewers and the hands are the directions from out to in. It draws the viewers as bulliers wearing shirts. On the square, there are three clauses namely, STOP BULLYING NOW, Stand up, and speak up. Clause STOP BULLYING NOW is uppercase. It represents that it is a theme of the picture. Stand up and Speak up are uppercase. In other words, they have supported clauses. Clearly, the figure explained rejection of bullying toward a person having weaknesses physically, such as fat like a Sumatran elephant baboon, gentong and many other names. " She sadly remembers being cruelly bullied by her male classmates because she was overweight. They used to call her Sumatran elephant, baboon, gentong and many other names. "(text from Buku Bahasa Inggris kelas XI).



Figure 4.1. STOP BULLYING NOW from *Buku Bahasa Inggris 2016*

As explained in paragraph 1, the hands are positioned closer to the viewers or short shot. the placement of the elements endows them with specific information values relative to each other they are non-transaction reactive. In other words, the writer does not show the people having their hands so that the viewers cannot see who five people are. They put in different sides, namely left, bottom and right and all of them pointing to her. Without speech, pointing is fully interpretable (McNeil, 2005). In other words, pointing fingers at someone means they are a target although the writers do not mention it. Thus, pointing contributes to the dynamics of the conversation and includes such interpersonal factors as cardinal directions (McNeil, 2000)



Figure. 4.2 Colours of picture from *buku bahasa inggris kelas XI*

There are five colours in Figure 4.2 namely red, white, black and grey. Every colour has meaning itself. As Cerrato say (2012) " a blindfolded person will experience physiological reactions under rays of different colours."(p. 4). In other words, different colours give different length wave frequencies, and these different frequencies have different effects. Also, Kress and Van Leewuen (2002) explain, " Colour is also used to convey 'interpersonal' meaning. It is only as language allowing us to realize speech acts. Therefore, colour allows us to realize 'colour acts. " (p.348). Red is used by the writer in clause STAND UP and SPEAK UP,

inside the square, outside line, a bullet between clause and colour of the shirt is any red. Cerrato (2012) explains that Red is the colour of fire and blood, thus it is associated with energy, war, danger, strength, power, determination as well as passion, desire, and love. It means that usage of red is to give power so that the viewers can interpret that the writers are angry toward bullying actions. The colour of the small square is white. Cerrato (2012) explain "physiologically, white is calming as it creates simplicity, organization and efficiency out of chaos " (p.15). In other words, the writers want to show that they are bringing peace. The writer puts black in the picture and it is on hair and shadow. Black is the symbol of grief (Cerrato, 2012). It means that the writers draw about the feeling of bullying victims that they feel sad. The last colour is grey. Gray serves as a good background for other colours as it doesn't attract attention, allowing the other colours to take prominence (Cerrato, 2012). In other words, it is supporting colours to make other colours stand out. As Cerrato explains "When designing for a gallery of painting or photography, you can use a black or grey background to make other colours stand out. " (p. 15). Because of that, the writer uses it on the wall. So, every colour represents writers' expression.



Figure 4.3 the clauses of pictures from *buku bahasa inggris kelas XI*

Regard As regards the written text, the repetition of the verbs "STOP", "STAND UP" and "SPEAK OUT" show to readers that the writers invite readers to resist bullying. In addition, the adjective and the two nouns that follow it appear capitalized as a way of emphasizing this part of the slogan. the fact that this sentence appears covering part of the picture establishes a clear connection between the written text and the visual.



Figure 4.4. Shadow element from *buku bahasa inggris kelas XI*

Shadow is on the left side and backside. It is just an additional element to make a picture to be real. It aims at showing the viewers that the person in the picture is nearby the wall and the room is bright to show that the shadow is visible.

It means that the writers demonstrate a rejection of bullying at school. In other words, the writers reject bullying to other students having weaknesses and the writers support the government, especially the Indonesian Child Protection Commission (KPAI) to solve the bullying and judge person. It relates duty of KPAI namely protect the child from bad treatment, such as discrimination, exploitation, neglect, violence, and mistreatment.



Figure 4.5. 2 figures from *buku bahasa inggris kelas XI*

Students can identify the main characters, the way they interact with each other, and the circumstances. The two main characters, interactive participants, are depicted in a specific social context. The main participants are standing up and looking at each other and their gestures represent mainly by their body and mouth, which show that they are actively involved in a conversation.

Analysing this image in terms of a representational structure is considering only the woman and the man on different sides of the pictures. The man is on the left side and the woman is on the right side. In the centre, it is their conversation. It aims at making the imagination of the readers that they do conversation facing each other. It is accurate to state that they represent a happy conversation. A figure emanates from the man expression. His mouth seems like laughing and the woman mouth also.

According to Feng and O'Halloran (2012) explain "Happiness is perhaps the easiest to represent among the basic emotions as its facial expression. (p.2076) ".

Izard (1977) states facial expression of happiness is universal and easily recognized by all people. It means that the facial expression (figure 4.5) shows happiness. It is supported by the eyes open. The cheeks raised. It may also be employed and represented by wrinkles in the cheek area. The mouth is open and corners up. The intensity of happiness is primarily judged by the width of the mouth.

Figure 4.5 shows instances of a woman and a man placing their hands on their waist. As Lim (2017) explained this action, "performed within the specific context and co-deployed with the meaning made in language, can reasonably be construed as an Indexical Action signifying assertiveness and authority. It means that they are assertive when they talk. It reinforces the hierarchical relationship between her and the man. Nevertheless, it is useful to recognise that the instances of Indexical Action which women make in figure 4.5 can either be construed as communicative gestures or performative gestures, depending on the context and co-text.

Analyzing participants' attributes can also help viewers to understand who these participants are and what actions they are involved in. The main participants seem to be young and they are in an informal situation. The woman and the man are wearing different clothes and they are wearing long pants. The woman is wearing a long shirt and the man is wearing a t-shirt but the colour is the same. The woman is wearing red eyeglasses.

Concerning the compositional aspects of the image, both the man and the woman are given; they are together, placed on the different oblique angles and they do interact. Thus, the position of the participants in the image can help EFL students to realize that the conversation is performed by them. Also, it is helped by the chart on centre every chart has a different colour. The blue charts are what man says and the orange charts are what woman says. It means that the viewers can identify what the woman says and what the man says.

In figure 4.6, the picture is one main character. The main participants are standing up and looking at the viewers. His gestures are represented mainly by his body and mouth.



Figure 4.6 chart and figure from buku bahasa inggris kelas XI

This paragraph is analyzing this image in terms of a representational structure and considers only the man on a different side with the chart. The man is in the centre and the chart is on every side such as the bottom, up, left side and right side. The chart rotates the man. It shows that the man did a single conversation.

The man is wearing a yellow-brown cloth. Cerrato (2012) explains that " Men usually perceive yellow as a very lighthearted, 'kiddish' colour, ...(p.7) "and "

Brown is appealing to most men due to its strength, reliability, durability and practicality. "He is wearing green short pants and a green hat. Green is associated with growth, nature, and wellness (Cerrato, 2012). He also brings a black bag and wears black shoes. Black denotes strength and authority; it is considered to be a very formal, elegant, and prestigious colour (Cerrato, 2012). Thus, the colour shows that the man is a student of senior high school.

The emotive figure is happy. It can be seen from his facial expression and body orientation. The facial expression of men is the eye: open, cheek: raised, and mouth: corners up open and the body position is up (Feng & O'Halloran 2012).

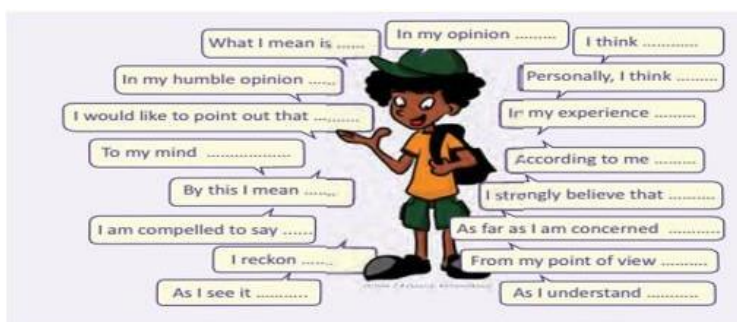


Figure 4.7. Man is a figure from *buku bahasa inggris kelas XI*

The viewers can see the colour of a man skin. It is dark skin. It means that the writers want to show to the viewers learning English do not discriminate. Every person with having different colour of skin can learn English. Moreover, this book is for students. Thus, the viewers can interpret that English could be learnt by everyone.

All of the charts and clauses are purple. Argues to Cerrato (2012) " Purple is associated with wisdom, dignity, independence, creativity, mystery, and magic "(p.13). For the figure, purple is exactly meant creativity because the writers hope the viewers can express giving an opinion based on what they tell on figure 4.7 creatively.

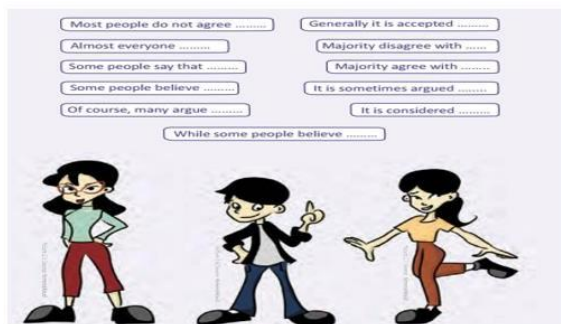


Figure 4.8. 3 figures from *buku bahasa inggris kelas XI*

In figure 4.8, the main characters are three people and they have different genders. There are two women and one man. All figures are standing up and looking at the viewers (transactive reaction) and his gestures are represented mainly by his body and mouth, showing that they are actively inviting the viewer to learn English and showing to the viewers learning English is enjoyable. It can be seen from the expression of the figure. The expression of figure 4.8 is explained in the next paragraph.

The man is in the centre position and the women have different positions. The woman wearing eyeglasses are on the left side and the woman wearing a yellow shirt is on the right side. Kress and van Leeuwen (2006) argue, " For something to be presented as Centre means that it is presented as the nucleus of the information to which all the other elements are in some sense subservient. " (p.196). In other words, the man is the main participant who gives information about something and also it is supported by his gesture. Gesture explains next paragraph.

Kress and Van Leewuen (2006) explains "...the elements placed on the left are presented as given, the elements placed on the right areas New. (p.181) ". In figure 4.9., two women are in different positions. The woman with eyeglasses is on the left side and the woman with yellow clothing is on the right side. The woman with eyeglasses is given and the woman with yellow clothing is new. In other words, in figure 4.9, the viewers are finding information on the left side and the new information given by the writers is on the right side. In addition, the viewers are seeing woman first, then man and last woman again. It means that learning English is for all gender. There is no specialization. In other words, every gender can learn English

In figure 4.9, the facial expression of men is smile. The smiling muscle pulls the corners of the mouth up and out, compress cheeks together with the squinter, produces the arched eyes of joy. Thus, the expression of men is happiness. Happiness is also on two women. The facial expression of the two women is laugh. Happiness is mostly represented by their open mouth (cheeks: raised). It may also be active and represented by wrinkles in the cheek area. The eyes are open.

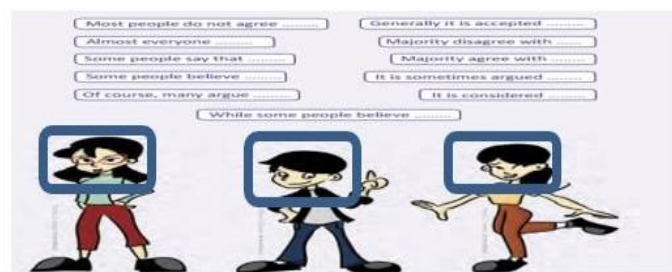


Figure 4.9, difrenece gender figure from buku bahasa inggris kelas XI

All of the figures are wearing casual clothes. The man is wearing a black shirt, grey shirt, black shoes and jeans. The woman with eyeglasses is wearing a blue long shirt, red long pants and black shoes. On the right, the woman wears a yellow shirt, long yellow pants and black shoes. It means that English can be learnt in every situation such as an informal situation or formal situation (at school).



Figure 4.10. woman is figure from buku bahasa inggris kelas XI

Figure 4.10 is equal to figure 4.6 but the figure is a woman as the main participant. The figure is standing up and looking at the viewer (transactive reaction), and his gestures, represented mainly by his body and mouth. This image (figure 4.10) is a representational structure and it shows that the woman has a different side or thinking shown by the chart. The woman is in the centre and the chart is on every side such as down, up, left side and right side. Thus, the woman did a single conversation.

The expression of woman is happy. The facial expression is the smiling muscle that pulls the corners of the mouth up and out, compressing cheeks which, together with the squinter, produces the arched eyes of joy (McCloud, 2005). The "up" body orientation typically involves raised head, an upright torso and lifted arms.

Figure 4.10 is casual fashion. She is wearing a pink shirt. She is feminine (Cerrato, 2012; Amalia, Abdullah, & Fatimah, 2021). She is wearing a purple sweater and jeans. As Cerrato (2012) explain physiologically, purple heightens people's sense of beauty and their reaction to more creative ideas. (p.13)". In other words, the woman is a creative and beautiful person. She looks elegant with black shoes. As Cerrato (2012) argues "it is considered to be very formal (p. 15)". Thus, the usage of colour in figure 4.10 is to show to the viewers that a woman is a creative person and she is a student. It can be seen from her shoes. While students go to school or they are in the school, they are wearing black shoes.



Figure 4.11. 2 characters on picture from buku bahasa inggris kelas XI

The viewers can identify the main characters, the way they interact with each other, and the circumstances. The two main characters, interactive participants, are depicted in a specific social context. The main participants are standing up and looking at each other and their gestures are represented mainly by their bodies and mouths, showing that they are actively involved in a conversation.



Figure 4. 12. Platform from buku bahasa inggris kelas XI

The emotion of the two figure is different. Man 1 is happy. The facial expression of the green man is on the eyes: open, cheek: raised, and mouth: corners up open (Feng & O'Halloran 2012). It is different from man 2. He looks surprised. His facial expression is on the eyes: wide and looks up, and mouth: relaxed: open (Feng & O'Hallorhave2).

They are standing on the back of the speaker's platform. They seem like debating something. It is supported by the gesture of the left man. He is pointing right man. According to Lim (2017), "to have high specificity through the act of pointing with the index finger, the gesture also functions ideationally as an imperative and interpersonally to demand engagement. (p.24)." In other words, through the act of pointing, man 1 shows that he is conversing with man 2. In addition, the intensity of these meanings is reduced when an index finger of higher specificity is used to point instead.

There are twelve charts and clauses that are divided into two parts. Six charts and clauses are blue and they are on the left side. Six charts and clauses are red and on the right side. The colour aims at making difference so that the viewers can read the conversation easily and the viewers can be identified what the left man says and what the right man says.

Meaning Making in Verbal Texts

In this section, the types of processes used by the writers were analyzed to find the kinds dominantly used by the writer, the frequency of these processes according to how often they are used in the material in chapter 2 of Buku Bahasa Inggris Kelas 11 2016. It will be illustrated with the tables for a more detailed frequency table.

Transitivity							
Process	Mat.	Men.	Verbal	Behavi.	Attributive	Identifying	Existential
Freq.	25	15	5	1	22	5	1

Table 2.1 frequency of TRANSITIVITY in chapter 2 buku bahasa inggris

kelas XI

As can be seen through table 1, material processes take up 25 appearances in text. Thus, the analysis of material processes is a great necessity. As the material (mat.) process is the process of "doing"(Gerot and Wignell, 1994). We can see that the material used here is doing something, which is a good choice to use to describe what people do to bully someone and also to describe what people do when they get bullied by someone. It can be shown in table 2.2

A tragic end to an education that had barely begun 13-year-old Kiki
stopped Schooling
Actor Material Goal

Table 2.2 sentence using material process

Relational processes take up 22 in text. Thus, the analysis of relational processes is a great necessity. As the relational process is the process of "being" (Gerot and Wignell, 1994), and it aims at describing the attributes of something or to identify something, we can see that the relational processes used here are attributive, identifying, and existent, which is a good choice to use to describe impacts of bullying toward the bullied. It is realised in table 2.3.

A tragic end to an education that had barely begun 13-year-old Kiki	stopped	Schooling
Actor	Material	Goal

Table 2.2 sentence using material process

She	Became	depressed, left school, and stayed.	at home
Carrier	Attributive	Phenomenon	Circ. Place

Table. 2.3. Relational process in chapter 2

Mental (Men.) processes also appear 15. The mental process is the process of "sensing"(Gerot and Wignell, 1994). It expresses such inner activities as the affection, cognition and perception of people. The writers try to imagine the viewers how bullied feeling. To realise, the writers use the mental process on text (see table 2.4)

They	don't	Trust	Anyone
Senser	Mental : Cognition		Phenomenon

Table 2.4. Mental Process

Behavioral (Behaviour.) processes are not quite often used in chapter 2 as they mainly describe the type of human physiological and psychological behaviour such as breathing, coughing, smiling, living and so on. From the data, the clause using behavioural process is 1 clause.

Children	should not be living	in constant fear
Behaver	Behavioural	Circ.manner

Table. 2.5. behavioural process

Contribution of Intersemiosis in Meaning-Making Process

Multimodal Discourse Analysis is concerned with theory and analysis of semiotic resources and the semantic expansions that occur as semiotic choices combine in multimodal phenomena (Hyland & Paltridge, 2011; Tandiana, Abdullah & Komara, 2018) and transitivity is a global property of clauses, that it is a

continuum along which various points cluster and tend strongly to co-occur and transitivity correlated with independent discourse (Hopper and Thompson, 1980), the findings presented an analysis of multimodal discourse and transitivity in English textbooks.

The interpretation of the picture supported by the three metafunctions (Ideational Meaning, Textual Meaning and Interpersonal Meaning) proposed by Kress and van Leeuwen (2006) may help senior high school students to understand the teaching materials. Each clue such as the act of facial expression, the position of the characters in the picture and salience providing evidence may contribute to students' understanding of the textual contents. As Victor (2011) explains, "there is greater understanding and intentional utility of the other modalities in teaching and learning, these students can have a better chance at a stronger performance (p.51)".

The highlighting of the image is presented in chapter 2. Meanwhile, understanding the verbal text is of paramount importance to comprehend the main idea and the key tone of the material. Representational meaning of the image in

Visual Grammar quotes the ideational meaning, specifically the experiential function of language in Systemic Functional Grammar (Kress & Van Leeuwen, 2006). The experiential function is expressed through the system of transitivity or process type, with the choice of process implicating associated participants roles and configurations

Comparing the figures under analysis, it is clear that the writers are represented as the main social actors in the figures and, therefore, there is a clear reference to writers function in society as the educated people. Following Van Leeuwen's (2008) classification of social actors, this would be included in the category of functionalization and identification because it refers to social actors in terms of their activity or their identity. Thus, the writers are portrayed as educated people and children as observers. The analysis shows that the writers appearing in the figures analysed are represented in a consistently positive way, therefore those people learn English easily and make the student interested. This is a common characteristic used in educational discourse to persuade people in which they can learn English enthusiastically.

There are not very much verbal processes in chapter 2 Buku Bahasa Inggris Kelas XI. Generally, the writers argue through text such as "Majority people agree"(taken from text chapter 2 Buku Bahasa Inggris kelas XI) or it is to persuade the viewers "you should inform your teacher or parent. (Taken from text chapter 2 buku bahasa Inggris kelas XI)" The following is a summary of the discussion of a great amount of text in terms of process. The discussion sees how transitivity has an overall impact on text in an English textbook. The analysis is seeing how discourse is constructed by using transitivity. The points of interest of the linguistic analysis utilise Functional Grammar especially on the Transitivity framework, which denotes each text to present different quality and comprehensibility of texts (Anggun, 2016; Suherdi, 2015; Andriani & Abdullah, 2018).

Regarding Text on chapter 2 Buku Bahasa Inggris kelas XI, in terms of linguistic features, this text focus is on a specific participant, predominantly uses simple present tense and employs identifying relational processes. Attributive relational processes use the material process and behavioural process in giving an additional description of the participant, it uses a mental process to describe feelings of the bullying sacrifice and It uses attributive and circumstances to add information

for nouns and add information for a process to provide more detail description about the specific participant. It uses adverbial phrases to add more information about time and place, extent, manner, accompaniment which function as circumstances.

The writers, on the other hand, have an obligation as an educator to give material and also insert the moral value from the material. It aims at making students not only learn material that attaches curriculum but also students can learn moral values from materials. As Kress (2003) indicates that a positive and crucial outcome of the emphasis on multimodal literacy is the promotion of greater social equity and parity in education. The writers tend to be intuitive global thinkers. It can show that writers used seven types of processes. There is evidence to suggest that a great deal of the sensitivity that exists material has a physiological basis. It means that students have a physical response to something that have greater reactivity. In addition, the writers engage in communication to build and maintain relationships with others because the writers express emotions, share personal feelings, relate stories, and listen empathically.

In contrast, the author has complex power relations to the education context. They have been portrayed as powerful people who care about the problem in an educational context like bullying. They often use material processes and mental processes. The clauses like (try to stop bullying, Not many of us think of stopping it, time if you see someone getting bullied, would you try to stop it or let it happen) express stimulus and caring each other. Mental processes are associated with the authors' feelings and students feeling getting bullied (Gerot and Wignell, 1995).

The process of the experiential function used by the writers in chapter 2 of *Buku Bahasa Inggris Kelas 11 2016* found that there are only seven types of process experiential function namely relational process (identifying, attributive, and existential), material process, mental process, behavioural process and verbal process. The most relevant processes which are closely related to the characteristics of the language features of the texts are material processes, which aim at referring the events happening to the specific participants in the texts. Meanwhile, the other processes occurred to add more detailed information towards the specific participant, to express what the specific participant feels, thinks and says, and to show the habitual action of the specific participant (Halliday, 2004). It is also found that the writers use more teaching material. It shows the writers' communication styles are simply talking for information. They include a large amount of information.

The commonality of the systemic functional theoretical approach to language and image as social semiotic systems facilitates articulation of visual and verbal grammar as descriptive and analytical resources in developing students' comprehension and composition of multimodal texts (Victor, 2011). In other words, teaching language through multimodal text help students to develop student comprehension and students understanding of materials by comparing visual images and text (Yundayani, Abdullah, Tandiana, & Sutrisno, 2021).

Students are usually surrounded by images, especially textbooks they carry around with them as well as in the websites they access on the Internet. To take advantage of these affordances, learners may need some guidance and specific metalanguage to read these multimodal texts. Language teachers may thus play an important role in instructing their students to make sense of and explore the visual and verbal resources in the texts, that is, the "image-text relations" or the "co-

articulation of image-verbiage” (Unsworth, 2006; Apriliyanti, Hidayati, Supriyono, & Abdullah, 2021)

CONCLUSION

This research uses the SF-MDA approach to analyse the structural characteristics of discourse from the semantic level and employs Visual Grammar to decode the underlying meaning of the image which is correspondent and complementary to the verbal text. Therefore, unveiling the literal meaning of the discourse imposed by the language users is of vital importance to further confirm the credibility and authenticity of the subject. However, there are also some limitations of this study due to lack of time and personal capability. Meanwhile, the ambiguity and overlapping of some process types of SFL contribute to space to improve the analysis of the image and the text.

The specific focus of the study was explicating how transitivity patterns are used to index the Us/Them dichotomy in the texts of chapter 2 of the English textbook. Three principal arguments guided this study. First, words can be used to communicate a broad sense of meanings, and the meaning conveyed through those words is identified by their immediate social, political and historical contexts. Second, words are never neutral, but rather they are carriers of the ideology that reflects and supports the interests of the texts. Third, literary writers play a significant role in determining and legitimizing discourses and social relations.

The application of principles and conceptions developed in the intersemiosis of language and images to language and gesture is performed circumspectly. This is because most of the intersemiotic systems and mechanisms theorised for image-text relations are based on spatial co-occurrences of images and language on the same page. Multimodal texts have got a central role in our daily life as we constantly deal with them while we read a newspaper, watch TV, etc. This multimodality has entered into the school curriculum, too, which students and teachers face every day. This study provided some practical guidelines for teachers and students to understand how to discover the hidden agendas within the multimodal texts.

The limitations are discussed in terms of research focus. the most apparent is that only language, gesture, facial expression, body orientation and the use of space through the positioning of the figures in one chapter are investigated in this study. Semiotic resources in other chapters contributing to the meanings in pedagogic discourse are not investigated. Present research only focuses on compositional meaning. Interactive meaning and narrative meaning are not investigated. The present research is not interviewing the writers. Thus, For future research, narrative meaning and interactive meaning are investigated and Future research is interviewing the writers.

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