



## The Ideational Meaning of Text and Image Relation in *Bahasa Inggris* for Tenth Graders

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### Abstract

The main objective of the study was to explain the realization of ideational meaning both in written text and visual image. Also to explain the realization of written text and visual image relations. This study was chosen because English textbook plays important roles in teaching EFL classroom, where the students' understanding of texts in English textbook can be supported by images according to some studies on multimodality approach. This study was a qualitative study which the data were taken from English textbook entitled *Bahasa Inggris* published by the Ministry of Education and Culture. The data were gathered through observation sheet and analyzed using the theory of metalanguage and image-text relation. The result in the texts, however, material process has the highest percentage (60%) among the others. The findings also show that narrative process in the ideational meaning of image was higher use than conceptual process. The image-text relation analysis shows that most of the texts have elaborating relationship with the images because they gave detail information about text so this could help the students to expand their critical thinking and strengthen their capacity in constructing and interpreting multimodal texts and also the benefit of this study is to improve teacher awareness of the importance of different making-meaning resources in the textbook.

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## INTRODUCTION

Today both language and images are complete each other. As well as making meanings separately, language and images combine to make meanings in new ways in contemporary texts. A functional semiotic theory of the ways images and language interact to make meanings can provide a metalanguage for literacy education that takes into account the multimodal forms of contemporary texts. Based on Kress in 2005, multimodality is the perspective that forms such an important part of our methodology extends beyond questions of classroom layout. Most classrooms contain one form or another of visual display. Relates to this opinion, Kress (2001, p.42) stated that semiotics takes the sign as its basic unit of meaning. A speaker or writer would encode meanings fully and adequately, and a hearer or reader who was similarly competent would be able to decode the message perfectly.

An English textbook has an important role in English as Foreign Language (EFL) classrooms. The use of English textbooks has benefits for both teachers and students. There are some textbooks which is used in the classroom is inappropriate. May some textbook has different material with the syllabus, the textbook use difficult sentences in the text or the pictures in the book has different meaning with the given information. Wu (2014) in his research said that picture book is a highly aesthetic genre, which weaves words and pictures together to tell a story. Meanings in picture books are inextricably created by art and text. Story books could be understood without reference to them. In Arslan (2016), he found that the dialogues in the textbook may not seem realistic because the interlocutors speak target language accent. It could be better if some interlocutors pronounced target language with their L1 accents in order to get an idea about their accents. Previously, Ajayi (2012) focus on semiotics to argue that multimodal textbooks encode specific knowledge that offers teachers and learners new possibilities for the design of teaching and learning of English language.

Peled-Elhanan (2009) conducted a study in the representation of the Palestinian–Israeli conflict in some history textbooks used in Israeli schools. Other researchers also conducted a study in multimodal research but in different part of analysis. Sugiarto, Sofwan, and Sutopo (2015) and Fortunasari et, al (2017) evaluated English textbook which is used in Indonesia. Other studies about multimodality in the English classroom, Liu & Qu, (2014) explored the multimodality of two EFL textbook series for Chinese students, their visual and verbal language modes were compared. Through multimodal discourse analysis in the classroom, the aims of the study to shed some light on how to develop high-quality multimodal EFL textbooks. The conclusion of these previous studies are that some researcher investigated image-text relation in the magazines and advertisements or posters. The other conducted a research in classroom activities used multimodality approaches and multimodal tools in the English classroom and other study conduct a study in logico-semantic in multimodal text. Here, I conducted a study to know how the realization of image-text relation in the textbook because some textbook which is used in the classroom is inappropriate. Some textbooks which is used provide text and image but the image has not relation with the text. That is why the researcher gives the solution to analyze the textbook whether the textbook is good or not and the writer can write the best book for students in Indonesia. The aim of this study was to expand the students' interpretive repertoires and strengthen their capacity in constructing and interpreting multimodal texts. Textbook as a resource for the students plays important roles in the process of teaching and learning. Teachers should be able to find the good and authentic book for students which will help their teaching and learning process. By analyzing written texts and visual images in English textbook, we know that textbook which is used by the teacher or school is good or not for their students to support teaching learning process. Besides, analyzing text and images relations is important to improve teacher

awareness of the importance of different making-meaning resources in the textbook, so the teacher will carefully use textbooks for their students.

## METHOD

This study was a qualitative study which the data were taken from the English textbook entitled *Bahasa Inggris* published by the Ministry of Education and culture based on 2013 Curriculum. It has 229 pages with 15 chapters for one year study period. Further, it consists of colored materials and template in order to achieve joyful learning. The data were gathered through observations sheets. After the data collected in observation sheet, I continued to analyze the data. There are some steps as follows: (1) Identifying, after all the data retype in the observation sheet, I identified the data which is indicated to written text and visual language, (2) Classifying, I continued to categorize or classify the data into three observation sheets. There are written text, visual images and text-image relation, (3) Reducing, next was continued to reduce or simplify the data in order to make the reader easy to understand the data, (4) Interpreting, I continued to interpret the data, (5) Inferring, After the whole data of this study were interpreted then I continued to last steps in analyzing data that is inferring.

## RESULTS AND DISCUSSION

After conducting the analysis of the ideational meaning of written text in Bahasa Inggris for tenth graders, some findings are found about the ideational meaning, there are material process, mental process, relation process, verbal process, behavioural process, existence process and meteorological process. There are some ideational meanings in each text that vary in numbers depending on the length of the text. In text number 12 has the highest number of total clauses in the text. The text entitled *Issumboshi* is belong to narrative text

has 65 (65%) of material process, 17 (17%) of verbal process, 7 (7%) of mental process, 4 (4%) of relational process, 4 (4%) of existential process, 2 (2%) of behavioural process and 1 (1%) of meteorological process. The least total number of processes is in the text number 2, it belongs to short functional text (memo). It only has 2 clauses, there was mental processes.

It also found that among the seven of process in transitivity, material processes highest percentage in all the text compared with other processes. Material processes dominated the percentage of the total ideational meaning and meteorological process has the lowest percentage. Material process which has 60%, mental process has 8%, verbal process has 8%, behavioural process has 2%, relational process 17%, existential process 4%, meteorological process 1%. Below are the detailed explanation and the examples of realization of ideational meaning which consist of material process, mental process, verbal process, behavioural process, relational process, existential process, meteorological processes. Here were the examples of each processes of ideational meaning in the texts.

### Material Process

- Text 3 : My sister **bought** it for me last month. (Material Process)

As stated by Gerot and Wignell (1940), material processes express the notion that some entity physically does something which may be done to some other entity. From the example above, the word **bought** here express of doing something, **my sister** as the actor and **me** as the goal.

### Mental Process

- Text3 :I'm **feeling** great today.

#### (Mental Process)

Mental processes are ones of sensing: feeling, thinking, perceiving. These processes differ from material ones in as much as the latter are physical, moving, overt doings. Mental processes are mental, covert kinds of goings-on. And the participant involved in mental processes is not much acting or acting upon in a doing sense, as sensing, having feelings, perceiving or thinking. The participant roles in mental processes are sener and phenomenon. The process of mental is **feeling** which indicate that the sener (I) was having feeling (affect) great. The word today is indicate circumstance of time.

### Verbal Process

- "Do you want me to stab your eyes, too?" Issumboshi **asked**. (Verbal Process)

In verbal process, process realized by processes of saying, or more accurately, of symbolically signaling. Very often these are realized by two distinct clauses: projecting clause encodes a signal source (sayer) and a signaling (verbal process) and the other (projected clauses) realizes what was said. In text entitle Issumboshi, found several processes of verbal which indicate with the word **asked** as the verbal and **Issumboshi** as sayer.

### Behavioural Process

- He **smiled** (Behavioural Process)

Behavioural processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. There is one obligatory participant, the behavior. Like a sener, the behavior a conscious being. But the process is one of doing, not sensing. Range specifies the range or scope of the processes, defining its coordinator domain. In the example above, **he** as behavior and **smiled** as behavioural prosess, as stated

above, smile is process of psychological behavior.

### Relational Process

- The second charm **is** Maid of the Mist Boat Tour. (Relational Process)

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something or to assign a quality to something. Processes which establish an identity are called identifying processes and processes which assign a quality are called attribute processes. Maid of the Mist Boat Tour here is a part of second charm, so **the second charm** as the carrier, **is** as attribute (intensive) and **Maid of the Mist Boat Tour** as the attribute.

### Existential Process

- It **is a real jungle**, (Existential Process)

Existential processes are processes of existence. Existential processes are expressed by verbs of existing: 'be', 'exist', 'arise' and the existence can be a phenomenon of any kind. The existent here is **the real jungle** and the existential is the word **is**.

### Meteorological Process

- At daytime, when **the sky is bright and clear**, (Meteorological Process)

Meteorological process has no representational function but does provide a subject. Meteorological process showed the natural phenomena in the world. This the Bahasa Inggris, there were found a few process of meteorological. The process of meteorological in the sentence indicate from the words **the sky is bright and clear**.

The realization of the texts in Bahasa Inggris was dominated by material process.

Different with the findings of the previous study by Anggraeni (2017), her result showed that the realization of ideational meaning in students' self introduction was dominated by relational process. It means that the types of the texts affect the result of ideational meaning of the texts.

In this current study, also found that most of ideational meaning in the visual images is narrative process. The total of the images are 13 images, but 12 of them are narrative process and only one of them is conceptual processes. Narrative process presents the development of actions and events. In the narrative process there is a presence of a vector. In some cases, a quite strong diagonal lines can be shaped by bodies, limbs or tools while in abstract pictures by abstract graphic elements. The actor is the represented participant which emanates the vector, while the goal is the represented participant at which the vector is aimed.

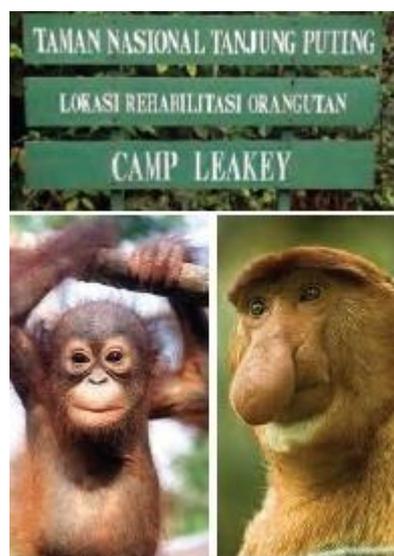


**Picture 1.** Conversation Text

In the image number 1 presents narrative process because there is a vector in the picture. Here, there are two young men who are standing near each other. There is interaction between them through communication. In this case, when the vector is formed by the eyeline of the represented participants, this process is a relational process (Kress & van Leeuwen 1996: 64). In the picture, there are two young men as represented participants who communicate friendly

with no body contact but at the same time, when they are communicating, they are looking at each other. Their eye line forms a vector which creates a relational process, in which the two represented participants both serve as the reactors and the phenomena interchangeably. In this picture, there is speech and mental process which is shown through dialogue balloons. Here the represented participants who emanate the dialogue balloons are called speakers.

Here, most of the pictures have a vector. But in one text, there is a conceptual process. In the classificational process, the represented participants are related to each other in terms of taxonomy, among which several participants play the part of subordinates while at least one other acts as the superordinate.



**Picture 2.** Taman Nasional Tanjung Puting

Different with other pictures, in the picture 2 is an archetype of covert taxonomy in the classificational of conceptual process. In the realization of covert taxonomy, a symmetrical process is crucial in usually realizing the proposed equalivalence between the subordinates. In the picture, there are three pictures which are arranged in one frame. First is a

picture of Zoo's name sign, it says 'Taman Nasional Tanjung Puting', 'Lokasi Rehabilitasi Orang Utan', and 'Camp Leakey'. Second and third pictures are the picture of money and orang utan. It means that those animal (monkey and orang utan) is a part of *Taman Nasional Tanjung Puting*. Both of money and orang utan have same size and positioned at symmetrical composition with equal distance from each other. Therefore, in his covert taxonomy, the subordinate is actually indicated by the tagline at the top of the picture.

Salbego, Heberle, and Balen (2015) said that visual analysis of the images show that the interpretation of the pictures may help students to understand the text and do the activities proposed in the textbook. The current study focuses on the revealing relation of images and the texts including elaboration, extension, enhancement and projection. The findings show that most of the texts have elaborating relationship with the images because they give detail information about text. There are also one projecting relation in text 1, one extending in text 5, and enhancement in text 11.

In text 1 which was conversation text, main ideas of the text were Conversation between Edo and Slamet, Edo come from Raja Ampat and Slamet come from Jepara and Ukir Jepara is a specific carving pattern created in Jepara. Visual image of the text were Two man (element) standing near each other, they talk friendly, Edo wears purple shirt (parts of element) and Slamet wears carved shirt with colors (parts of element). The image-text relation in text number 1 is projection. In this text there are speech bubbles. Projection of wording and meaning in comic strips is straight forward because there are developed conventions for doing so – locutions are enclosed in speech bubbles and ideas in thought bubbles. The advantages of the findings is that we can conclude that the written texts and images in the textbook is has relation. It elaborates each other so the reader can catch the meaning of the the information in the text or picture. On findings are line with those of Wu (2014), his findings showed that the image-text relation was dominated by elaborating

processes. In his study, visual structure in the picture book is not same as the grammar of language in interpretation of experience and forms of social interaction. Image demonstrates its meaning in terms of color, shape, line, pattern, angle and etc. Visual and verbal elements in picture books express the same topic in different ways.

## CONCLUSION

This study answered the problems that the realization of ideational meaning in the written text is dominated with material processes, it means that in the text, used most of material process which is shows a process of doing something. In the narrative process of visual image, most of the picture have an existence of the vector and the last is image-text relation, the result showed that elaborating process was dominated the texts-images relations. The findings show that most of the texts have elaborating relationship with the images because they give detail information about text. It means that the textbook is a good book as the tool or media in English classroom because the texts and the visual image were elaborate and complete each other to make the students get the information easily.

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