English Education Journal

The Interpersonal Meaning of Verbal Text and Visual Image Relation in English Textbook for Junior High School Grade VIII

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Article Info	Abstract
	This study aimed at explaining the relations between verbal text and visual image in English Textbook for Junior High School Grade VIII in terms of interpersonal meaning. The first is the checklist of verbal text analysis by Halliday in Eggin (2004) to analyse the verbal text. The second is the checklist table for visual image analysis by applying the theory of Kress and Van Leeuween (2006). The last is about the relation between verbal text and visual image in terms of interpersonal meaning (Royce's theory; 2007). The findings show mostly every chapter is dominated by declarative sentences. In declarative mood, the sentence indicates to state something or explain something. Some conversations indicate the image acts and the gazes of them are 'offer', they could be explained that the images address us indirectly, the viewer is not the object, but the subject looked. The represented participants are the object of the viewer's dispassionate scrutiny, no contact between the viewer and the represented participants. The image acts and the gazes happen between represented participants and represented participants. The eye contacts prove the verbal text produced by the represented participants. Verbally, the statement and question relate through intersemiotics reinforcement of address. The activities between represented participant and represented participant happen verbally in which the viewer do not joint in the conversation. As visually, the eyeline just happened between represented participant and represented participant without the viewer. It could be said relationship happened when the verbal text supports the visual image. © 2020 Universitas Negeri Semarang

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INTRODUCTION

Nowadays, people prefer to use the modern media in communication than the conventional media. They also excited knowing how some modes used in the same condition can produce the meaning. The communication is not only done in verbal but also in nonverbal. Communication skill is one of soft skill that must be mastered well by people in daily activities. A textbook is one of media for students' learning. The government has not published yet the legitimate English textbook for students grade VIII so the teacher uses English textbook entitled "*Buku Teks Pendamping Bahasa Inggris untuk Siswa SMP-MTS Kelas VIII*" created by Debi Karmila and Ratna Juwita. In textbook itself, there are some materials related to 2013 curriculum. The teacher chooses this textbook because there are some verbal texts and visual images in every chapter. Verbal text and visual image have a role as the tools to shift the meaning. In this context, learning highlight in a process communication between learners and the source of learning. Students and teachers will do the learning communication if the message can be delivered clearly, shortly, and of course meaningfully. Here, the teacher should know the theories about verbal text and visual image relation in order to explain some mistakes which appear in the conversations. Images show us that the conversational texts take a long time to read and to make more understandable from the utterances itself (Kress, 2010). Liu and Dianning (2014) explore the multimodality of two representative EFL textbook series for Chinese college students, their visual and verbal semiotic modes were compared. Busa (2010) investigated how multimodal resources can be used to teach oral communication strategies, as exemplified in a course taught at the University of Padua, Italy. Damayanti (2014) conducted a textual analysis on four English language textbooks used in Indonesian primary schools. Jacobs (2012) describes a semester-long freshman learning community in which multimodal texts were used as primary texts along with traditional texts to support students' academic literacy skills.

Jewit (2009) explored school multimodality and literacy and asks what these changes mean for being literate in this new landscape of the 21st century. Shanahan (2013) stated the discourse surrounding multimodal composition was analyzed via inductive analysis. Bezemer and Gunther (2008) argue in writing processes now longer the central mode of representation in learning materials-textbooks,Web-based resources, teacher-produced materials. Salbego, Viviane, and Maria (2015) investigate how multimodality in English textbooks may scaffold learning through visual text. Wu (2014) stated Image-text relations are expounded based on Systemic Functional Multimodal Analysis framework in this article. A though analysis of the logical relations between the visual and verbal elements in picture books is also given in terms of elaboration, extension, enhancement and projection. Royce (2007) analysed ctivities based on multimodality can enhance students' understanding of a plot when they read narrative genres. Unsworth (2006) studied about presentation that draws on two large on-going Australian Government funded research projects in which the author is a chief investigator, to describe emerging functional semiotic of image/text relations and their realizations, for approaches to multimodal literacy education. The conclusion of these previous studies are some researchers conduct the research about EFL Textbook that used the teacher in the classroom to know the relation about visual and verbal making of it. I conduct this research to know the relations between verbal text and visual images in terms of interpersonal meaning in the English Textbook. The teachers should know the interpersonal meaning of verbal text and visual image relation available in The English Textbook. Furthermore, this study will help the teacher to create or provide the good verbal text and visual image as the media for teaching and learning English by knowing the image-text relation.

METHOD

The researcher analyzes in the context of visual social semantic (Kress et al, 1996; 2006), based on our experienced and familiarity with them. The interpersonal meaning developed by Kress and Leeuwen in their GVD (Grammar of Visual Design) have grounded the researcher's descriptive qualitative analysis in this research. Furthermore, the theory from Halliday (1994, 2004) about inter-semiotic and logical-semiotic will anlyze using Systemic Functional Grammar. And the theory of Royce will be grounded the relation between verbal text and visual image. All of verbal texts and visual images in conversations at the beginning of the chapter of English Textbook for Junior High School Grade VIII entitled "*Buku Teks Pendamping Bahasa Inggris untuk Siswa SMP-MTS Kelas VIII*" created by Debi Karmila et al is the data of the study to examine relation between verbal text and visual image in order to produce meaning. It has 262 pages and 12 chapters for one year study period. I continued to analyse the data. There are some step as follow: (1) Identifying, the first step of analysing the data is identifying the data. After all the data retype in the observation sheet, I identified the verbal texts and visual images in the EFL Textbook. (2) Classifying, after the data had identified based on the theory of language metafunction and text-image relations, then I continued categorize or classify the data into three observation sheet. There were verbal text, visual images and text-image relation. (3) Interpreting, after the data collected and described the data of language metafunction and text-image relations. I continued to interpret the data. In this stage, I interpreted based on research problems of this research as follows: the interpersonal meaning of verbal text in English Textbook, the visual images in English textbook in terms of interpersonal meaning, the relation between verbal text and visual images in the English textbook. (4) Inferring, after the whole data of this study were interpreted then I continued to last steps in analysing data that is inferring. In this part, I drew conclusion based on the findings and discussion.

RESULTS AND DISCUSSIONS

Mostly every chapter is dominated by declarative sentence. In declarative mood, the sentence indicates to state something or explain something. Here, the student dominated to give explanations from the teacher's question. It means the students more active in the class and the teacher as the facilitator in the teaching learning in the class. And teacher used interrogative sentences (WH- Question) to stimulate the students active in the class. Once the teacher used imperative sentence to make student obedient with the teacher's role and make them pay attention in teaching and learning process in the classroom. It indicated that the teacher had the high power than the students. The speech role is "give", we can saw from the conversation, statement dominated by student's speech. It means the students wanted to respond the teacher's question. And most of commodity is about information, because here the students tried to give explanation about teacher's question. And "good and service" was appeared because the teacher give command to student's attitude or imperative sentence. the image acts and the gazes of them were 'offer', they could be explained that the images address us indirectly, the viewer was not the object, but the subject looked. The represented participants were the object of the viewer's dispassionate scrutiny, no contact between the viewer and the represented participants. They offered the viewers the items of information, object of contemplation, impersonally. The image acts and the gazes happen between represented participants and represented participants. The eye contacts prove the verbal text produced by the represented participants. For example, in the conversation 4, the teacher says that "one of you please clean the whiteboard", what he says supported by the gestured of his body that pointed his hand to the whiteboard. The size of frame is medium close shot, it means that the images indicate the subject approximately at the

waist. The social distance was close personal distance, what the people says in the conversation commonly happen in students' and teacher's daily activities in teaching and learning processes. The point of view is subjective and horizontal, means that there is relation with the viewer's daily activities since the English textbook was the students' literature. They had same experience with the English textbook. Sometimes, what the speaker did in the conversation, also do by the viewers or the students in their daily activities. The conversation 1 and conversation 8, the image acts and the gazes did not show both 'demand' and 'offer'. Actually, there was an activity between the teacher and the students in the classroom for conversation 1 and conversation 8 was about daily activities between students and others students outside of the classroom, but there was no an eyeline between the viewer with the represented participant, and there was no eyeline between represented participant and represented participant. They did not make sense when two people doing conversation face to face but there is no an eyeline between them, what they did becoming ambiguous with the verbal text appear in their conversation. Verbally, the statement and question relate through intersemiotics reinforcement of address. The activities between represented participant and represented participant happened verbally in which the viewer did not joint in the conversation. As visually, the eyeline just happened between represented participant and represented participant without the viewer. It could be said relationship happened when the verbal text supported the visual image. For example, conversation 2, the teacher and the students did activities outside the classroom. The teacher asked Ed, "can you play basketball Ed?", the teacher's question was such as the verbal text. Visually, his hand touched the basketball, and his eyeline connect to Ed. And when Ed answer the questions, their gesture and eyeline supported each other. But for conversation 1 there was conversation between teacher and students in the classroom. The teacher asked to Dani, "Dani, what are you

doing? Do you know what we are talking about?" and Dani answer the teacher's question, "I'm sorry, Sir. I did not pay attention to what you were talking about". What teacher and Dani said including verbal text, when the teacher asked to Dani, his eye contact concerned to Dani but here when Dani gave his answer, there was no eyeline Dani to the teacher. What the verbal text produced, did not support with the visual image. Dani gesture also did not suitable with the verbal text he produced. You can see the conversation 1 and 2 to make clear the explanation;

Conversation1

Conversation2
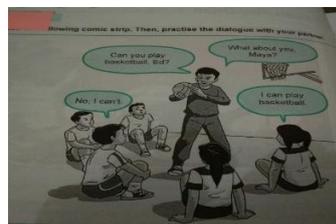
All of the conversations relate by reinforcement address, just two conversations (conversation 1 & 8) that do not complete the categorized of visual image that should support the verbal text. The interaction happened just between represented participant and represented participant since it is conversation so no need the viewer to join in the activities. But the contain of conversation relate with the viewer since it is English textbook so it relates with students' and teacher's daily activities.

CONCLUSIONS

The analysis shows that the realization of interpersonal meaning in verbal text available in the English textbook grade VIII dominated by declarative mood/ statement and question. It

means that the people in the dialogue need more the 'demand and give' the information rather than 'demand and give' good and services. The next analysis decelerates that the realization of interpersonal meaning in visual image available in the English textbook grade VIII dominated by the interaction between represented participant and represented participant. There was no contact with the viewer. Here, the viewer should have the illusion that the represented participants did not know they were being looked at, and in which the represented participants had to pretend that they were not being watched. The last analysis is the relations between verbal text and visual Images in terms of interpersonal meaning at the English Textbook Grade VIII. All of the conversations relate by reinforcement address, just two conversations (conversation 1 & 8) that do not complete the categorized of visual image that should support the verbal text. It could be said that this book is good media for teaching and learning.

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