
**ANALYZING THE PICTURE OF EYL TEXTBOOK THROUGH
MULTIMODAL DISCOURSE PERSPECTIVE**

Cahyaning Fristiara
tiarafriestie@student.uns.ac.id

Sebelas Maret University
Surakarta, Indonesia

Article History:

Received: 31st Oct 2017

Accepted: 10th Nov 2017

Corresponding Author:

Tel.:

Keywords:

Multimodal discourse
analysis,
Systemic functional
linguistic,
Young learners,
Qualitative method.

Abstract The aim of this research is to find out the value inside the picture of English textbook based on the characteristic of young learners. This research used qualitative research method. Data collected by analyzing an EYL textbooks and choosing one theme deserved with the aim of the research. Some pictures in chapter four of EYL textbook in Indonesia with the title *Dinda Cooks in the Kitchen used as the data*. Analyzing the data used descriptive analysis through multimodal discourse perspective related with systemic functional linguistic. The result shows that most of the aspect in the picture appropriates with characteristic of EYL and needs additional information and revision insight the design. Furthermore, the textbook developer should design the appropriate picture in transferring Indonesian culture. Transferring the culture assumed to maintain students' interest, to evolve more meaningful picture, and to increase students' ability in remembering the lesson based on the real context.

INTRODUCTION

The use of textbook in English classroom is important in achieving the goal of teaching and learning. Formal institution enhances the acquisition of the target language and stimulates the learners to achieve higher level of proficiency. English as foreign language in Indonesia has a major position in Indonesian educational system. It is one of the compulsory subjects studied in junior and senior high school in Indonesian curriculum. The large numbers of public and private university, realize the demand of producing graduates mastering English.

That is why English is included as one of the subject taken in early semester of the study. Moreover, now there is a preference to teach English at Elementary Schools even in kindergartens.

Teaching children is not same as teaching adults because they have different characteristics and motivation. In order to make English teaching successful, an English teacher has to consider some factors such as the quality of teacher, students' interest and motivation, the book used and the others. All of them are involved in the teaching and learning process. A teacher plays an important role in teaching English for young learner, related to give ground theory and first introduction about material in learning English as foreign language. It assumed that the important point is teacher know students' interest and motivation in learning English, regarding to achieve the goal of learning.

The goal of teaching and learning is gaining the proficiency of the students' in understanding the material into their daily activities. Student as the object in teaching and learning process needs high attention and treatment by the teacher to keep the balance of teaching and learning process. It stimulates the effectiveness and efficiency of the learners. Harris (1997), states that the effectiveness of teaching and learning are depending on learners' perceptions of the learning process and their belief on themselves as language learners. In a similar vein, Hunt, Gow, and Barnes (1989) assert that successful language teaching must start from the learners rather than the teachers so language learners must aware that they are the most important element in the learning process.

English teaching and learning is the process when a teacher transfers English knowledge to the student. Transfer knowledge means that the teacher give the material and information, supported with the used of technique and media. The topic of this paper is about *Multimodality in English Language Teaching*. Cubillo & Garrido (2010), point out that multimodality refers to the combination of various communicative modes (sound, images such as graphs or pictures, video, written text, transcribed speech, etc.) within one text. When talking about multimodal text, it is not only talks about the process in understanding the text, but also understanding the interaction among all its components in different formats. The challenges faced by linguistic researcher and English teacher, in the field of Language teaching is the need to conduct theoretical research on both the multimodal texts into the design of pedagogical.

Multimodality

Multimodality according to Ideema (2003) does not priori privilege language over images but shows how the two are heavily dependent on the other in meaning making. Meaning making gives the teacher and student some interpretation and understanding about the material.

Multimodality treats the meanings of text as a potential rather than as fixed since meaning lies not so much individually in language or visuals but through their membership of a code which is 'visual grammar' which gives the poster the potential to mean (Kahari, 2013). The use of picture in English teaching and learning not only make the interpretation of meaning of the text but also make the interpretation of the meaning of the purpose of learning.

In Multimodal discourse analysis ,visual images can be read as 'text ' while the metaphor of 'grammar' is not a set of rules for the correct use of language but rather a set of socially constructed resources for the construction of meaning (Kress and Van Leeuwen, 2001).

Multimodal discourse approach adopts the view that diverse semiotic modes (e.g. language, images, music, sound, animation, and so on) are combined together to multiply the meaning in multimodal texts or communicative events (Li, 2016).

Systemic Functional Linguistic

Systemic Functional Linguistics is relevant to the analysis of the picture in EYL textbook since it offers a descriptive and interpretative framework for explaining language and visual semiotics as strategic meaning making resources in the picture. This also captures how language according to Halliday (1985) has developed in response to three kinds of social-functional 'needs' which he calls meta-functions namely ,ideational, interpersonal and textual which work simultaneously in a piece of text. It means how the text can make the other definition from the other learner and enhance in the decision of meaning making. Picture is one of semiotic resource, stimulates language to make an interaction between language and the other semiotic resource in the process of meaning making.

Van Leeuwen's (2005) multimodal approach which informs this study is built on the work of Halliday (1978:192) who argued that, 'the grammar of a language is not a code, not a set of rules for producing correct sentences but a resource for making meanings'. Van Leeuwen (2005) extends the idea of 'grammar' of semiotic modes such as, visuals and goes on to define semiotic resources as the actions and artifacts used in communication.

Young Learners

Human cannot be separated in terms of learning process, because human doing this activity in daily life. Learning is a process of development, which is contained in child and surroundings environment (Soejanto, 1979). According to Soejanto, learning is factor that naturally appears from within of people and influenced by surroundings environment based on the character and behavior of each individual. Learning generally defined as relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences (Seifert & Sutton, 2009).

According to Petersen and Hayden (1961), there are nine basic objectives of elementary education.

1. The importance of the individual is a basic goal or objective
2. Provision for individual differences is a major goal for elementary school teachers.
3. The elementary school must provide a type of continuous guidance for all children.
4. Teachers and administrators must recognize the importance of considering all phases of the pupil's development.
5. Each child's intellectual development is a paramount goal of the elementary school staff.
6. The development of social intelligence is an important goal of elementary education.
7. The effective emotional development of each boy and girl is also an important goal for every elementary school staff.
8. The previously discussed objectives, if efficiently achieved, result in the realization of the most fundamental objective: that the elementary schools produce effective citizens in our democracy.

There are several studies conducted in different countries, different skill and different characteristic of student. In a study by Bachrudin Musthafa, Teaching English to young learners in Indonesia: essential requirements (2010), the researcher studied some requirements that teachers should know to teach English to young learners. This is a literature study of the theory to teach English for young learners. The result of this research is some components of professional expertise of teachers of English that are crucial implications for teacher training programs. Those training programs are expected to create effective teaches.

There are some scholars explain about the characteristic of young learner. According to Halliwell in Puskas (2016), there are some qualities of young learners that useful for language learning. She states that children:

1. Are already very good at interpreting meaning without understanding the individual words
2. Can use limited language in a creative way
3. Learn indirectly rather than directly
4. Tend to find and create fun in what they do
5. Have a wonderful imagination
6. Have a great delight in talking

These characteristic are important by the teacher in other to achieve the goal of teaching and learning process. Another scholar Ytreberg in the same books assume the following characteristic:

1. They understand situations more quickly than they understand the language used.
2. Their understanding is based on the physical world- it is always connected with direct experience
3. They have a short attention and concentration span.
4. Young children are enthusiastic and positive about learning. Therefore, it is especially important to praise them to keep them motivated and enthusiastic.
5. They will rarely admit they do not know something.

To be more specific in English young learners, Brewster, Ellis and Girard still in the same book conclude that the characteristic and learn a foreign language most effectively in the following way:

1. They often respond to an initial stimulus such as a set of pictures, however, they need guidance about how to set about doing and activity or a task.
2. Children need to be given a clear goal when starting on an activity.
3. They learn better if there is a relaxed classroom atmosphere and they are not afraid of making mistakes.
4. Children need time to absorb all the input they receive so they can later produce related work on their own.

Objective of the Papers

The objective of this study is to find out the value inside the picture in the textbook based on the appropriateness to characteristic of EYL.

METHOD

Qualitative research method used to observe each unit of the textbook especially the meaning of picture accordance to systemic functional multimodal discourse in meaning making. The object of the study consists of fourth-grade English textbook and the title is “my next words” published by CV Prima Surya Pustaka (Rahmawati, Angrisia & Nailuvari, 2007). This textbook selected because the writer consultant and editor of the book is Itche Chodidjah, an expert in teaching EYL. Document review used to collect the data based on qualitative research method.

The multimodal discourse of three pictures in chapter four of EYL textbook in Indonesia with the title *Dinda Cooks in the Kitchen* observed through systemic functional linguistic multimodal discourse analysis. The nature of SFL-MDA from some scholars such as from Kress and Leeuwen said in (Victor, 2011) that a particular orientation to ideology and derives general principles of visual design which are illustrated via text analysis. Halliday and Matthiessen also said in (Victor, 2011) that systemic functional linguistics examines the meanings made in language through the systems choices oriented around the ideational, interpersonal and textual metafunctions.

According to Djonov in (Victor, 2011), systemic functional linguistics is thus a social semiotic theory because it models language in relation to social context. In this research, for the document review used Yildirim and Simsek theory in (Aybek and Aslam, 2016). They said that document review consists of five phases. These are:

1. *Access to the Document*: In this phase, the researcher accesses the appropriate documents by identifying which ones will fit the research aim. In this research, an elementary education fourth-grade English textbook was identified and the appropriate book was found.
2. *Checking Authenticity*: The authenticity of the accessible documents should check, since the reliability of the research damaged if documents are used without checking their authenticity. In this research, an original copy of the fourth-grade English textbook obtained; the first researcher in this study serves as a fourth grade teacher, which ensures the reliability of the research.
3. *Understanding the Documents*: In the third phase, the obtained documents should be examined within a particular system. In this research, the textbook analyzed the pictures of the books for EYL students in elementary fourth-grade.

4. *Data Analysis:* Descriptive analysis used to explain the systemic functional multimodal visual image in meaning making. Based on Yildirim and Simsek in (Aybek and Aslan, 2016), descriptive analysis made from the aim of presenting findings to the reader in a well-organized manner. In descriptive analysis, the obtained data can summarized and interpreted based upon the systemic functional multimodal discourse visual image. This research, analyzed the picture that have a socially and functionally meaningful or meaningless. Reliability and validity are most important criteria for ensuring or increasing credibility of a research's results. In this research, data collection and analysis process were analyzed in a detailed way with a view to ensure the validity of the research results accordance to the systemic functional multimodal visual image in meaning making. According to Merriam in (Aybek and Aslan, 2016), one of the approaches for ensuring reliability is the analysis of the research by an expert, where researchers present their study to an expert for examination and the expert gives feedback by checking the analysis, findings, and results of the study. In this research, one English studies teachers reviewed the study.
5. *Data Report:* At the fifth phase, the results should be reported. In this research, the obtained results also reported.

FINDINGS AND DISCUSSIONS

Picture 1 (In the kitchen: A mother with her daughter)



1. This picture shows that Mrs Mutia and her daughter named Dinda is cooking in the kitchen. The daughter looks really help full, it can be seen from she helps her mother to bring some plates for the fish is being frying. Based on visual semiotic analysis that can used to know the meaning of that picture to communicate the message, it can interpret

that the relation between Mrs Mutia and her daughter is good. The environment in the kitchen is logic based on the real life, for example where mostly Indonesian people has a cat as the pet in their house.

2. According to English teaching and learning for young learners, we know that the character of young learners are respond to an initial stimulus such as a set of pictures, however, they need guidance about how to set about doing and activity or a task. This picture can be used as the media in teaching vocabulary for young learner. The bright color used in some specific thing in the kitchen stimulates the student to memorize well the name of that thing in English.

Picture 2 (In the living room : A family enjoying their quality time)



3. This picture shows that Mr Ilham's family is enjoying their dinner time in the dining room. Mr Ilham and Mrs Mutia love their children. The influence of west culture is strong from this picture. It can be seen, they use shoes in the dining room. Mostly, Indonesian culture do not use shoes in the house.
4. According to English teaching and learning for young learners, we know that the character of young learners are respond to an initial stimulus such as a set of pictures, however, they need guidance about how to set about doing and activity or a task. This picture can be used as the media in teaching vocabulary for young learner. The bright

color used in some specific thing in the kitchen stimulates the student to memorize well the name of that thing in English.

Picture 3 (in the livingroom: Mr Ilham family)



5. This is a picture of Indonesian family consist of mother, father, brother, sister, little sister, and their pet. They have different activity in one room. Mrs. Mutia as a mother accompanies Dinda watch television. Mr. Ilham as a father reads a newspaper. Aninda as a little sister of Dinda is playing doll. Azam as a brother is reading a book. This picture shows a kinds of activity and easy to understand by young learners. It is related with characteristic of young learners that they are very good at interpreting meaning especially through colorful picture.
6. It can be a stimulus for the young learners to understand and learn new language and new vocabulary. Design of the picture is appropriate with Indonesian family but one of differences is the use of shoes. Indonesian culture never uses shoes in home. The color is beautiful and full of harmony. It is related with characteristic of young learners enthusiastic and positive. They feel motivated with the picture that related with their daily activity that they can use in daily. Young learners also can easy to give attention through the fun picture in the textbook. In the picture students can learn togetherness of the family, even though some of them have a different activity but their parents still can control the activity of their children that their activity is still in a right line. The description above tells that this picture is meaningful for the young learner.

CONCLUSIONS AND SUGGESTIONS

The textbook developer should give attention for the discourse of the content in textbook especially the discourse of the picture for young learner's textbook. Appropriateness discourse picture in textbook are better related with the characteristic of young learner. The values of the picture is important to know by the teacher in order to achieved the goal of teaching learning based on EYL's need.

REFERENCES

- Aybek, B., & Aslan, S. (2016). *An analysis of the units "I'm learning my past" and "the place where we live" in the social studies textbook related to critical thinking standards. Eurasian Journal of Educational Research*, 65, 35-54 10.14689/ejer.2016.65.03
- Cubillo & Gariddo, (2010). Language Value. *Language Value* 2, (1), 1–26.
- Halliday, M, A, K. (1978). *Language as social semiotic*, London: Edward Arnold.
- Halliday, M, A, K and Hassan. (1985). *Language, context and text: aspect of language and social semiotic perspective*, Oxford: Oxford University Press.
- Harris, M. (1997). Self-assessment of language learning in formal settings. *ELT Journal* 51,12-20. Oxford: Oxford University Press.
- Hayden, V.D., & Petersen, D.G. (1961). *Teaching and Learning in the Elementary School*. USA: Appleton-Century-Crofts, Inc.
- Hunt, J., Gow, L., & Barnes, P. (1989). Learner self-evaluation and assessment-a tool for autonomy in the language learning classroom. In V.Bickley, *Language teaching and learning styles within and across cultures* (pp. 207-217). Hong Kong: Institute of Language in Education, Education Department.
- Iedema, R. (2003). Multi-semiotic Mediation in Hypertext, In K.L O'Halloran (Ed). *Multimodal Discourse Analysis*, pp 131-159, London: Continuum.
- Kahari, L. (2013). *A Multimodal Discourse Analysis of Selected Male Circumcision posters used in Zimbabwe*. *Global Journal of Arts Humanities and Social Sciences* Vol.1, No.4, pp.61-71, December 2013.
- Kress, G and T, Van Leeuwen. (2006). *Reading images. The grammar of visual design*, London: Routledge.
- Li, D. (2016). Multimodal Discourse Analysis of the Interpersonal Meaning of TV Advertisements. *International Journal of Social Science and Humanity*, Vol. 6, No. 12, December 2016
- Musthafa, B. (2010). *Teaching English to Young Learners in Indonesia: Essential Requirements*, *Journal of Educationist*, 4 (2).

- Puskas, A. (2016). *The Challenge and Practices of Teaching Young Learners*. Komarno: J. Selye University.
- Rahmawati, L., Angrisia, N.F., Nailufari, L. (2007). Student's book for Fourth-Grade Elementary School *My Next Words*. Indonesia: CV. Prima Surya Pustaka.
- Seifert, Kelvin & Rosemary Sutton. (2009). *Educational Psychology (Second Edition)*. Switzerland: The Global Text Project.
- Soejanto, Agus. (1979). *Bimbingan Kearah Belajar yang Sukses*. Surabaya: Arena Ilmu.
- Van Leeuwen, T. (2005). *Introducing Social Semiotics*. London: Routledge
- Victor, L. F. (2011). *A Systemic Functional Multimodal Discourse Analysis Approach to Pedagogic discourse*. (published Master Degree theses). National University, Singapore.