

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the result of the research, and it divided into two sections. The first section describes the data gained by table checklist to answer the question about the values in the the textbook based on the appropriateness to characteristic of EYL in terms of multimodality and the implications for textbook development. The second one contains a deeper explanation of the results and it relations with the theoretical review that the researcher uses in this research.

#### **A. Findings**

The researcher has two research questions. The first is the values in the textbook based on the appropriateness to characteristic of EYL in terms of multimodality and the second is the implications for textbook development.

In this section the researcher answer the research questions. Researcher have collected data through analyzing an EYL textbooks entitled “action (What are they doing?)” by document analysis.

Researcher conducted this research to find out the values in the textbook based on the appropriateness to characteristic of EYL in terms of multimodality and the implications for textbook development in order to maintain students’ interest, to evolve more meaningful picture, and to increase students’ ability in remembering the lesson based on the real context. Researcher conducted research by analyzing an EYL textbooks entitled “action (What are they doing?)”

## 1. The Values In The Textbook Based On The Appropriateness To Characteristic Of EYL In Terms Of Multimodality

In collecting data to answer the values in the textbook based on the appropriateness to characteristic of EYL in terms of multimodality, the researcher used a table by Maria Stec to measure some aspects related to semiotic modes in multimodality such us image, language, sound and music including static pictures, speech new phrases, static writing sentence, soundtrack and song.

No	Topic	Core Modes					TOTAL
		Image	Language		Sound	Music	
		Static pictures	Speech New Phrases	Static Writing Sentence	SoundTracks	Songs	
1	Wash the dishes	10	8	8	0	0	26
2	Play chess	7	8	8	0	0	23
3	Clean the house	10	8	8	0	0	26
4	Study	10	7	7	0	0	24
5	Fish	10	7	7	0	0	24
6	Sleep	10	7	7	0	0	24
7	Dance	7	7	7	0	0	21
8	Garden	10	7	7	0	0	24
9	Have picnic	7	10	10	0	0	27

**a. Picture 1 (Wash the dishes)**



The static picture shows that a mother and her daughter are washing the dishes in the kitchen. The daughter looks really help full, it can bee seen from she helps her mother to wash some plates. 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 mother and her daughter is good. The language has one new phrase and writing sentence, it's *wash the dishes* which consist of two words wash and dishes that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

**b. Picture 2 (Play chess)**



The static picture shows a father with his daughter are playing chess in the living room. The daughter looks confused because the father plays well. Based on visual semiotic analysis that can used to know the meaning of the picture to communicate the message, it can describe

someone who is confused when playing chess seen from the hand against the cheek. The language has one new phrases and writing sentence, it's *play chess* which consist of two words play and chess that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

**c. Picture 3 (Clean the house)**



The static picture shows a mother with her son are cleaning the house. The son looks really joyful to help his mother cleaning the house. Based on visual semiotic analysis that can used to know the meaning of the picture to communicate the message, it can describe someone who is joyful to help his mother to clean the house seen from mother's smile. The language has one new phrases and writing sentence, it's *clean the house* which consist of two words clean and house that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

**d. Picture 4 (Study)**



The static picture shows a group of friends that consist of two boys and one girl. The boy who sits in the left side looks confused with his subject, but the rest of boy is calm indicates he understands his subject well. In the middle of them there is a girl who is reading the book seriously. Based on visual semiotic analysis that can used to know the meaning of the picture to communicate the message, it can describe someone who get confused with the subject when study (a boy in the left side), someone who understand the subject when study (a boy in the right side) and someone who is reading a book when study (a girl in the middle). The language has one new phrase and writing sentence, it's *study* which consist of one word study that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

**e. Picture 5 (Fish)**



The static picture shows a group of friends that consist of two boys who are fishing together. The boy who wears the hat looks surprised looking his friend who got the fish, the other one looks very happy because he got the fish. Based on visual semiotic analysis that can used to know the meaning of the picture to communicate the message, it can describe someone who get surprised and someone who is very happy. The language has one new phrases and writing sentence, it's *fish* which consist of one word fish that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

**f. Picture 6 (Sleep)**



The static picture shows a group of friend that consist of two boys

and one girl who are sleeping together, they look like very fast asleep. Based on visual semiotic analysis that can used to know the meaning of the picture to communicate the message, it can describe people who are very comfortable when sleeping. The language has one new phrase and writing sentence, it's *sleep* which consist of one word sleep that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

**g. Picture 7 (Dance)**



The static picture shows a group of friend that consist of one boy and one girl who are dancing together. They look really great at dancing. Based on visual semiotic analysis that can be used to know the meaning of the picture to communicate the message, it can describe people who are great at dancing. The language has one new phrases and writing sentence, it's *dance* which consist of one word dance that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

#### **h. Picture 8 (Garden)**



The static picture shows a group of family that consist of father, mother, daughter , son and a dog who are gardening in the front garden of the house. The mother is sweeping the fallen leaves, while the father bringing land to grow the crops. The son and daughter are preparing for the crops, while the dog is barking happily. Based on visual semiotic analysis that can be used to know the meaning of the picture to communicate the message, it can describe people or a family with their pet are gardening happily, they help each other. The language has one new phrase and writing sentence, it's *garden* which consist of one word garden that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

#### **i. Picture 9 (Have picnic)**



The static picture shows a group of family that consist of father,



mother, and a baby who are having picnic. They enjoy the food brought. Based on visual semiotic analysis that can be used to know the meaning of the picture to communicate the message, it can describe people or a family having picnic and eating the food together. The language has one new phrase and writing sentence, it's *have picnic* which consist of two words have and picnic that can be used to enrich the vocabulary for young learners. Yet, this picture has no sound and music such as soundtrack and song.

## 2. The Implications For Textbook Development

In collecting data to answer the implication for textbook development, the researcher used a table by Maria Stec to measure some aspects related to semiotic modes in multimodality such us image, language, sound and music including static pictures, speech new phrases, static writing sentence, soundtrack and song in which the parts of the table are lack that will be the data.

No	Topic	Core Modes					TOTAL
		Image	Language		Sound	Music	
		Static pictures	Speech New Phrases	Static Writing Sentence	SoundTracks	Songs	
1	Wash the dishes	10	8	8	0	0	26
2	Play chess	7	8	8	0	0	23
3	Clean the house	10	8	8	0	0	26
4	Study	10	7	7	0	0	24
5	Fish	10	7	7	0	0	24
6	Sleep	10	7	7	0	0	24
7	Dance	7	7	7	0	0	21
8	Garden	10	7	7	0	0	24
9	Have picnic	7	10	10	0	0	27

There were several implications for textbook development based on the lack of each part above.

a. Image

In the static picture has different result according to the quality of picture itself. In picture 1, 3, 4, 5, 6 and 8 got complete score but for picture two, 7 and 9 only got 7 score, it can be seen from the picture, in picture 1, 3, 4, 5, 6 and 8 displayed complete environment that can add more understanding for young learners, in the opposite in picture 2, 7 and 9 didn't display clear environment, just displayed the picture of the activity.



Picture 1



Picture 2

b. Language

In language there are two sections speech new phrase and static writing sentence. Speech new phrase related to the meaning of the phrase delivered, while static writing sentence related to the guidance how to rewrite the sentence for young learners. In this case there are several pictures which are appropriate in giving clear language such as picture 4 until 8. The developer only wrote one word in which it can make young learners understand with the meaning easily. Unlike picture 1, 2, 3 and 9. All of the

pictures have more than one word, it means too long for young learners because they have limited reading and writing skills, even in their first language .



**Fish**



Picture 5



**Study**



Picture 4

**Clean the house**



Picture 3

**Wash the dishes**



Picture 1

c. Sound & Music

This part actually took a supporting and complementary part in multimodal discourse after image and language but the developer didn't provide the sound and music inside. According to (Annamaria Pinter, 2017, p. 177) one of characteristics of young learners is enjoying fantasy, imagination and movement. Sound and music indirectly can bring them to make fantasy, imagination and movement.

**B. Discussions**

After the data has been obtained and the process is like the description above, the researcher has written and analyzed the data at the above findings. In this aspect, the researcher wants to explain what has been found and how it related to the expert theories about the values in the textbook based on the appropriateness to characteristic of EYL in terms of multimodality and the implications for textbook development.

1. Image

In picture 1, 3, 4, 5, 6 and 8 have same score, it mean the pictures are already meaningful and it's appropriate for young learners. Accordingly those pictures can convey meaningful messages to young learners. It is related to statement by Annamaria and Pinter (2017, p.433) they said young learners have a holistic approach to language, which means they understand meaningful messages but cannot examine language yet. In addition Syafitri (2018, p.152) said about multimodality in each images have their own meaning which some of the texts are written explicitly on

the picture. It is important to build the meaning whether written or not. Because the images usually deliver the meaning without depend on the text. Gretchen (2003) in (Wen-Cheng et al., 2011. p. 579) also said one of considerations to choose text book for young learners is visuals and graphics are must be clear, appropriate for young learners and culturally sensitive. The rest picture 2, 7 and 9 are still lack of the criteria appropriate for young learners especially in static picture because the developer didn't draw the environment clearly this will make young leaners got confused. It is related to statement by Tremblay & Gardner, (1995, p. 223) said in general, motivation is divided into two types according to educational psychologists, they are extrinsic and intrinsic motivations, some other said instrumental and integrative motivations. Extrinsic motivation is a movement to do or learn something for an external reward, such as good school grades. While intrinsic motivation is a movement to do or learn something for it's own sake. Providing interesting picture here gets into extrinsic motivation.

## 2. Language

In picture 4, 5, 6, 7, and 8 have good phrase and writing for young learners because the developer gave short word. It is related to statement by Annamaria and Pinter (2017, p.441) said young learners have lower levels of awareness about themselves as well as about the process of learning. Accordingly, short word can be understood by young learners easily. In the opposite, picture 1, 2, 3 and 9 are not qualified in language

because those pictures have more than one word it means the sentence is too long for young learners. In addition, a statement by Nunan (2011, p. 543) said one of challenges of teaching young learners is in cognitive development shows the psychological and social characteristics need to be taken into consideration when designing learning experiences and creating tasks and materials for learners at different stages. It's best time to introduce formal grammar to learners to generate rules from samples of language. Example for the best activity in this stage such as understanding symbolic concepts like numbers and letters prior to beginning reading. Word-play game, such as rearranging scrambled letters to make words. Therefore, language didn't affect much in multimodality discourse perspective according to Syafitri (2018, p. 68) said it is important to build the meaning whether written or not. Because the images usually deliver the meaning without depend on the text.

### 3. Sound & Music

All pictures in the text book analyzed didn't contain sound track or even song. Music such as sound track and song actually took a supporting and complementary part in multimodal discourse after image and language but the developer didn't provide the sound and music inside. It will reduce student interest in learning especially for young learners. According to Pinter,( 2017, p. 177) one of characteristics of young learners is enjoying fantasy, imagination and movement. Sound and music indirectly can bring them to make fantasy, imagination and

movement. It is related to statement by Tremblay & Gardner (1995, p 987) said one of activities is literally useful for maintaining motivation and also help to cater to different learning styles for young learners is auditory apart from visual and kinesthetic. In addition, statement by Gretchen in Wen-Cheng et al., (2011, p. 673) said one of considerations to choose text book for young learners is the text book should provide voice and sound in audiovisual materials and it must be clear, authentic, and appropriate. Providing music also one of part multimodality, according to Hyland & Paltridge, (2013, p. 278) said multimodal discourse is an emerging paradigm in discourse studies which extends the study of language in combination with other resources, for example; images, scientific symbolism, gesture, action, music and sound.